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ABSTRACT

Citations of 158 naturalistic studies of the classroom interactive processes of children in preschool and kindergarten are listed and categorized in terms of child, teacher, and setting variables. Studies listed were obtained by a search of issues of "Resources in Education" and "Current Index to Journals in Education" that were published from January 1975 to January 1981. An annotation or an abstract accompanies most of the citations.
(Author/RH)

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CLASSROOM INTERACTIVE PROCESSES IN PRESCHOOL: AN ABSTRACT
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FORWARD

With the ever increasing call for research of an ecologically valid nature, and the growing demand for teaching procedures to be "proven" to be effective, the need for drawing together the research on classroom interactive processes is apparent. While efforts in this regard were made in the early seventies in the regular schooling system, there is little evidence of a compilation of research on classroom interactive processes in the area of kindergarten and prekindergarten.

Studies included in this abstract bibliography are studies which focused upon the kindergarten and pre-kindergarten age groups of children and which included observation conducted in the natural setting as one of the methods of instrumentation. Because of the scope of the search, it was found that a manual, rather than a computer search, proved more fruitful. The primary sources of the abstracts included in this abstract bibliography are the Resources in Education and the Current Index to Journals in Education indices from January 1975 to January 1981. Several items have not been included because of lack of availability in the library at which the search was conducted.

As an aid to examining the document abstracts, the abstracts have each been numbered (1 - 158) and are listed in terms of variables which were considered in the studies.

CHILD VARIABLES

Abused/nonabused children--52, 136	Peer reinforcement--54, 155
Age of child--7, 13, 18, 25, 29, 30, 31, 32, 45, 46, 60, 69, 71, 75, 78, 81, 84, 86, 96, 109, 110, 112, 127, 142, 148	Preschool experience--13
Apathy/withdrawal vs. anger/defiance--83	Race of child--48, 91
At risk/normal child--19, 49	Role taking--72, 139
Attachment to teacher--64	Sex of child--1, 3, 7, 11, 12, 13, 15, 16, 21, 25, 27, 29, 31, 34, 35, 37, 38, 39, 40, 41, 42, 43, 45, 47, 50, 51, 55, 60, 65, 67, 69, 70, 73, 74, 75, 78, 84, 85, 86, 89, 90, 92, 93, 96, 100, 104, 112, 117, 121, 122, 123, 124, 127, 133, 142, 144, 146, 148, 149
Birth order--13	Social competency/developmental level--13, 24
Child attractiveness--1	Socioeconomic status--1, 6, 7, 78, 79
Child awareness of classroom structure--9, 82, 153	Sociometric status--53, 90
Child social initiations--26, 105, 136, 137, 138	Stable/referred child--17
Ethnicity of child--69	Type of handicap--13
Group glee--127	
Handicapped/nonhandicapped child--28, 44, 56, 94, 101, 108, 128	
High/low intrinsic interest in children--88	
High/low social interaction--18, 145	
Isolate/nonisolate child--119, 155	
New/tenured student--43	
Number of days in the classroom--13	
Number of siblings--13	

TEACHER VARIABLES

Adult interaction in sociodramatic play--89	Teacher questions--147
Effective/ineffective teachers--120	Teacher self-recording-- 63
Play/skills tutoring of children--132, 134	Teacher structured activity-- 4, 15, 16, 24, 33, 69, 95, 107, 128
Provision/nonprovision of reward by teacher-- 88, 118	Teacher/teacher assistant-- 143
Modeling by teacher--61	Teacher training-- 13, 50, 135
Sex of teacher--35, 39, 106, 114, 122	Teacher vocalization--113
Task difficulty/reward set by teacher--14	Training of children--59
Teacher attention-- 59, 157	Verbal instruction by teacher--30, 158
Teacher attention to cooperative or aggressive verbalizations--130	
Teacher contacts--79, 136	
Teacher criticism--58	
Teacher experience--13, 37, 39	
Teacher feedback--4	
Teacher praise/reinforcement --51, 58, 63, 84, 111, 123, 136, 140, 156	
Teacher presence--25, 77, 84, 101, 150	
Teacher primes--56, 59, 63, 80, 84, 103, 113, 136, 155	
Teacher proximity--84	

SETTING VARIABLES

Activity/ passivity of setting--34, 62	Problems encountered by preschool children--20
Area/setting--5, 12, 102, 149	Public/private property--10
Child/teacher ratio--2, 13, 45, 99, 112, 126	Spatial density--24, 40, 107, 126
Classroom materials and equipment--13	Suburban/urban integrated/segregated school--8
Classroom organization and space--13, 24, 45	Time of day--68, 71
Class size--13, 24, 69, 126	Time of year--45, 48
Continuous central signal emission--100	Use of Spanish/English as the language of instruction--143
Group size within class--2, 119, 127, 151	Whole class recitation--100
Heterogeneous/homogeneous age/social class in free play or organized work--6	
Home, family day care, or center care-- 22, 55, 65, 66, 76, 110, 140	
Independent seatwork--100	
Integrated/segregated pre-school for handicapped children--154	
Longitudinal effects--33, 42, 56, 57, 108, 131	
Novel materials--61, 80	
Novelty/familiarity of setting--34	
Observer presence--49	
Parent involvement--125	

1. Appleford, B., Fralick, P., & Ryan, T. J. Teacher-child interactions as related to sex, socio-economic status and physical attractiveness. Toronto: Paper presented at the Annual Meeting of the Canadian Psychological Association, 1976. (ERIC Document Reproduction Service No. ED 138 869)

This paper attempts to demonstrate the utility of an alternate strategy for providing evaluation data on pre-school programs. Results of observational investigations of teacher-child interactions in three separate preschool settings provide evidence that the family income status, child's sex and physical attractiveness determine to a significant extent both the number and types of contacts he or she will have with the teachers. The teachers were observed during free play periods utilizing a behavior checklist which described a set of interactions between children and teachers. The obtained results indicate that interactions between teachers and children are exceedingly complex and influenced by various child-characteristics and individual differences between teachers. However, variations among the preschool settings were too numerous to allow for general conclusions or generalizations to other preschool settings. (YRJ)

2. Asher, K. N. & Erickson, M.T. Effects of varying teacher ratio and group size on day care children's and teacher's behaviors. American Journal of Orthopsychiatry, 1979, 49, 518-521. EJ 208 131

Among the variables examined were vocalizing to a child, vocalizing to a teacher, teaching child with approval, physically restraining child, and moving. Among findings were that group size was not significant for children's behavior but was significant for teachers' behavior. (SBH)

3. Austin, M.C. Relationship between use of play areas and cognitive styles in preschool children. 1971. (ERIC Document Reproduction Service No. ED 121 453)

This study investigated the relationship between cognitive style and the use of play areas in the nursery school. The participants were 28 preschool children (13 girls and 15 boys) attending the Laboratory Nursery School at the University of California at Davis. Each child was observed for 12 one-hour sessions over a 10 week period. A time sampling approach was used to record the area(s) of the nursery school occupied by the observed child, the equipment the child used, and the type of activity which occupied the child during the observation period. Analytic perceptual ability was measured by the Preschool Embedded Figures Test (PEFT)

and the Block Design Subtest of the Weschler Preschool and Primary Scale of Intelligence (WPPSI). The findings indicated a slight but statistically insignificant correlation between the analytic measures and the use of space for girls with the PEFT and for boys with the WPPSI Block Design subtest. These results are discussed and methodological problems are pointed out. (JMB)

4. Becher, R. M. Teacher behaviors related to mathematical achievement of young children. Toronto: Paper presented at the annual meeting of the American Educational Research Association, 1978. (ERIC Document Reproduction Service No. ED 164 247)

The purpose of this study was to determine if there were specific teacher behaviors related to the differences in mathematical achievement of four- and five-year-old lower socioeconomic status children across two mathematical curricular intervention treatment conditions. Results indicated that more indirect teacher behavior and the active involvement of the student in the learning process are significantly more effective in facilitating student achievement than is a direct instructional mode. A second interesting finding is that a significant negative correlation was shown to exist between the teacher judgement of the correctness of a response and student achievement. (Author/MN)

5. Beehler, K.A., Tyler, R.M., Etzel, B.C., & LeBlanc, J.M. Social interactions of preschool children as correlates of play activities. Lawrence: Head Start Evaluation and Research Center, Kansas University, 1974. (ERIC Document Reproduction Service No. ED 104 534)

The purpose of this study was to summarize an examination of the social interactions of a sample of 370 preschool children and to demonstrate from the summary that several settings within the preschool environment differentially affect both the quality and quantity of social interaction. The Social Interaction Observation Procedure was used to obtain direct observational data on children's social interactions in the classroom during indoor, free play periods. All children were observed for a minimum of 90 minutes, over a period of at least 15 days. Recorded were social initiations (verbal and/or nonverbal behaviors directed toward another person or persons) and social interactions (initiations followed by response of another person or persons toward whom the initiation was directed). The activities in which the children were engaged were recorded as one of 11 mutually exclusive and exhaustive classes--Role Play, Blocks, Climbing/Running/Tumbling, or

Transportation (associated with social behaviors involving peers); Creative Activity, Science and Routines, Books and Records, Table Games and Other (associated with higher rates of social behavior with adults); and Sand or Water Play and Non-Participation. (Author/ED)

6. Beller, E.K. Infant day care: a longitudinal study. Washington, D.C.: Office of Child Development, 1974. (ERIC Document Reproduction Service No. ED 144 707)

This paper reports studies investigating the effects over time of age and social class grouping in infant day care on the psycho-social development of low socioeconomic status children (primarily black). Adult-child and child-child interactions were assessed in four different types of day care groupings: homogeneous x heterogeneous, age x social class (i.e., 2x2) groups. Observations were made of social interactions and task related actions of 80 2- and 3-year-olds during free play and organized work to provide data concerning effects of grouping on caregiving, intellectual stimulation, socialization and peer interaction. (This part of the study was carried out between pre- and posttesting of trust, persistence and intellectual achievement.) Findings indicate that heterogeneous grouping in infant day care settings facilitates the development of trust, assertiveness and autonomous achievement striving in the children enrolled. Heterogeneous grouping also had positive effects on caregivers' behaviors. Results and data analysis are presented. More than 200 pages of tables and appendices are included. (SB)

7. Berk, L.E. An analysis of activities in preschool settings. Final report. Normal: Illinois State University, 1973. (ERIC Document Reproduction Service No. ED 099 131)

This research was aimed at an analysis of classroom activities which make up educational programs for young children. Its broad purpose was to analyze systematically and to make comparisons among six preschool programs in order to describe the patterns of activity settings used; the object activity settings were designed to reach from the point of view of their designers, classroom teachers; and the social behaviors of teachers and children which are shaped and molded by the requirements of settings and which have not necessarily been planned for or recognized by teachers. The six preschool settings used for the study included a Montessori nursery school, a Head Start program, two laboratory nursery school classrooms, a franchise day care center, and a community day care center. The first section of the report contains discussion of related research, a theoretical model, the six preschool classrooms, and the research procedures.

The presentation of the results comprises the rest of the report. The findings are divided into three parts: a quantified picture of six classrooms in terms of activity characteristics and social interaction; an exploration of the relations between the activity and social interaction values; and an examination of the relationship of the personal characteristics of the children to activity participation and social interaction. (SDH)

8. Berkeley, M.V., & Entwisle, D.R. Kindergarten social climate. Baltimore, Md.: Center for Social Organization of Schools, Johns Hopkins University, 1979. (ERIC Document Reproduction Service No. ED 183 287)

This is an intensive observational study of teacher behavior in six kindergartens in three schools. The schools were picked to be typical examples of a white middle class suburban school, an integrated lower class urban school, and a black lower class urban school. In all three schools teachers used the greatest proportion of class time (from 33 to 61%) for procedural activities (e.g., lining up), and the next largest proportion of time (from 18 to 37%) for cognitive activities (e.g. color naming). In all schools teacher reprimand exceeded praise and negative evaluations exceeded positive ones. Insofar as the schools observed are typical, the findings do not support hypotheses that achievement differentials for low-income children in the early years of school can be explained by less-than-average exposure to instruction or that teachers in urban schools are more critical of children than teachers of suburban students. (Author/MP)

9. Black, J.K. The documentation of kindergarten children's interactional competency in an informal context of the classroom. San Antonio, TX: Paper presented at the Annual Meeting of the Southwestern Educational Research Association, 1980. (ERIC Document Reproduction Service No. ED 191 547)

The interactional competence of 12 kindergarten children was studied through naturalistic research of their sociodramatic play in a classroom context. Data were collected by both videotape and trained observers. Contextual and interactional information was analyzed according to an Interactional Competency Checklist (ICC) designed by the author. This analysis indicated that the children demonstrated competency in several areas: (1) The children demonstrated the ability to adapt to changes in the communicative setting; that is they were able to adjust to the various themes of play and to extend the organization of the plot and character development; (2) The children indicated the ability to use nonverbal behavior (gestures, facial expressions, body movements, and

vocal intonation and stress) in appropriate situations; (3) The children demonstrated familiarity with normal constraints and conditions of conversation, that is knowledge of who can speak first or next, topics that are socially relevant, and how to terminate, repair, recycle or repeat an exchange; and (4) The children demonstrated the ability to sequence; that is, to think back or reflect upon previous experiences from multiple sources including those in the setting and to link past experience with present and possible future informational events, objects and resources with the communicative setting. (Author/SS)

10. Bluebond-Langner, M. Gimme, it's mine: children's concepts of ownership as revealed in interaction. Houston: Paper presented at the meeting of the American Anthropological Association, 1977. (ERIC Document Reproduction Service No. ED 161 553)

This investigation probes nursery school activities and children's interactions in relation to private and communal property. Analysis of 27 hours of taped interaction spread over 4 months of participant observation reveals that children attempt to gain access to private property in a different way than they try to obtain access to communal property. When children requested permission to use other children's private property, their requests were simply granted or denied. Attempts to gain access to communal (school) property often involved disputes. Rules governing private property refer to the owner's control of who, how, for how long and to what end the privately owned object can be used. Communal property was governed by a rule that it had to be shared. Children used private, but not communal, property to gain another's attention, to enter a conversation or change the topic and to influence other children. Formal, daily curriculum activities regularly included lengthy discussions of trespassing and stealing. Highly structured show-and-tell circle time activities focused undivided group attention on objects which children brought from home. Children did not show the same thing two weeks in a row, and school property and school made objects were not shown. It is suggested that cognitive categories and rules explain the observed patterns of interaction. (Author/RH)

11. Borman, K.M. Social control and the process of schooling: a study of socialization of kindergarten children in two settings. New York: Paper presented at the annual meeting of the American Educational Research Association, 1977. (ERIC Document Reproduction Service No. ED 140 932)

This paper describes a method of analyzing audio-taped communicative events recorded in the fall and winter of a school year (1975-1976) in two kindergarten classrooms, and reports the results of an investigation of classroom communicative process. Three levels of analyses were developed to measure (1) number and kind of recorded conversational components, (2) functional properties of conversational components, and (3) specific syntactic and semantic properties and contextual qualities of individual regulative conversational components. These measures defined four categories of seasonal, sex, teacher, and school differences between the two kindergarten settings under investigation. (MS)

12. Brenner, M. The effects of sex, structure, and social interaction on preschoolers' make-believe in a naturalistic setting. Masters thesis, University of Illinois, 1976. (ERIC Document Reproduction Service No. ED 128 103)

This study examined the effects of sex, structure, and social interaction on 18 white middle class children, nine boys and nine girls, attending a daycare center. The children were observed over a 6-week period during a 2½-hour free play time. Results showed that both sexes equally apportion all types of free play behavior, show the same amount of make-believe play, and identically utilize a given play area (such as house-holding or blocks/trucks) for make-believe. In addition, make-believe in the household area was found to elicit a greater proportion of social interaction than other types of behavior and other play areas. The only sex difference found was that boys engage in more make-believe than girls in non-structured areas like open floor spaces. It is suggested that these findings seem to disconfirm various modeling hypotheses. Educational implications of the findings are discussed. (MS)

13. Brown, C.W., & Peters, D.L. A naturalistic study of the characteristics promoting social integration of handicapped children in early childhood education classrooms. Final report. Washington, D.C.: Bureau of Education for the Handicapped, 1979. (ERIC Document Reproduction Service No. ED 179 293)

The major objectives of this investigation were to: (a) describe and compare the social interaction patterns of handicapped and nonhandicapped children in integrated early education classes/ (b) identify characteristics of the classrooms and the teachers that were related to these patterns of social interaction/ (c) identify child character-

istics that were related to these patterns of social behaviors/ and (d) determine if certain program and teacher characteristics differentially related to the social interactions of young handicapped and non-handicapped children. Fifty-eight early education and day care classrooms in central Pennsylvania that met the criteria of enrolling both handicapped and non-handicapped preschool age children and being willing to participate provided the sample for this study. From each classroom, one handicapped child was selected randomly and was matched with a nonhandicapped child on the basis of sex and chronological age/ 116 subjects participated in the study. Child-child interactions and teacher-child interactions were recorded during thirty-minute observations during free play activities. The trained observer used a twenty-second rotating time sampling procedure/ recording first the behavior of one child then the behavior of the 'match' child. The data suggest that, although handicapped children are not socially isolated or rejected, there are quantitative differences in their levels of social behaviors that differentiate them from their nonhandicapped classmates. Areas of future research and suggestions for environmental intervention are discussed. (Author/RH)

14. Bucher, B., & Okovita, H. Effects of differential reinforcement and task difficulty on preschoolers' compliance with teacher instructions. Journal of Experimental Child Psychology, 1977, 23, 226-236.
EJ 157 313

In two studies preschool children were given four tasks of two types and two levels of difficulty. It was found that generalization of compliance with instructions varied with task difficulty. (MS.)

15. Carpenter, C.J. Relation of children's sex-typed behavior to classroom and activity structure. Lawrence: Kansas University, 1979. (ERIC Document Reproduction Service No. ED 178 173)

The effects of preschool children's activity participation on a broad range of social and task-oriented behaviors was investigated. Effects of high versus low structure activities within classrooms and effects of high versus low overall structure between classrooms were examined. A measure of the amount of teacher feedback to individuals was used as an index of the degree of structure for each activity. Classrooms were rated as high or low overall structure based on the amounts of teacher-led and directed activities they incorporated. Eighty-three children, aged 2½ to 5 years,

in five preschool classrooms were observed during daily free choice of activity periods. Results showed that within classrooms, boys participated more in low structure activities and girls participated more in high structure activities. Findings also suggested that children in low structure classrooms were spending more time in self-organized play. The rate of compliance to teacher's directions was higher in high structure activities and high structure classrooms had more compliance than low structure classrooms. Low structure classrooms had more novel behavior than high structure classrooms and within low structure classrooms, more novel behavior occurred in low structure activities. Within classes, boys showed more self-initiated activity changes than girls. The self-initiated activity changes occurred more in low structure classrooms than in high structure classrooms. These findings were interpreted as supporting the idea that sex-typed behaviors are learned through participation in activities differing in structure. (JMB)

16. Carpenter, C.J., Huston-Stein, A., & Baer, D.M. The relation of children's activity preference to sex-typed behavior. Toronto: Paper presented at the annual meeting of the American Psychological Association, 1976. (ERIC Document Reproduction Service No. ED 170 052)

The relationship between aspects of preschool socialization experiences and sex-typed behavior was investigated in this study. Three hypotheses were tested: (1) that preschool play activities differ consistently in structure level, (2) that there are sex differences in participation in activities classified as high or low structure, and (3) that children of both sexes are more compliant in highly structured activities and show more novel use of materials and self-initiated activity changes in low structure activities. The behaviors and activities of 83 children, ages 2½ to 5, and their teachers were coded by trained observers during daily free choice activity periods. The activities were coded for degree of structure by the amounts of individual and group feedback provided by the teacher. An additional index of structure consisted of a parent questionnaire concerning availability of an adult model in the home for 20 analogous activities. Preschool activities were found to differ in level of structure on all indices. Boys participated more than girls in the low structure activities and girls participated more than boys in the high structure activities for all indices. Compliance occurred more often in the high- than low- structure activities as indexed by feedback, but the reverse occurred in the index of modeling. Novel behavior occurred more often in low-structure activities on the index of individual feedback. Compliance and novelty were a function of activity, not of

sex. Sex differences independent of activity were found only for self-initiated activity. (Author/SS)

17. Carter, B.Y. Mainstreaming: the effects on social interaction among preschoolers. 1977. (ERIC Document Reproduction Service No. ED 157 634)

This study determined the sociometric status of "referred" children (with emotional and/or learning problems) and "stable" children enrolled in a mainstreamed preschool program in an effort to determine whether mainstreaming affects the social interaction among preschoolers functioning at different developmental levels. Two separate experiments were conducted. In the first, 16 preschoolers (7 referred and 9 stable) were interviewed individually on two consecutive school days. Individual pictures of each child arranged randomly on a bulletin board were used in conjunction with a questionnaire to determine the sociometric status of each child (the child pointed to individual pictures of one or more children in response to the interviewers questions). In the second experiment, the subjects were the same preschoolers plus two new children (8 referred and 10 stable). The choice of classmate of each child was recorded turn chose a classmate to line up with for outdoor play). [sic] The degree of cross-group interaction and acceptance/rejection level was determined by an analysis of the choices of the first five children of each day. The results of both experiments supported the hypotheses that cross-group social interaction does exist among mainstreamed preschoolers functioning at different levels. Social acceptance or rejection of the child apparently was not due to his/her developmental level, but to the interaction of other variables. (CM)

18. Castle, K.S., & Richards, H.C. Adult/peer interactions and role-taking ability among preschool children. Journal of Genetic Psychology, 1979, 135, 71-79. EJ 214 794

This study examined the relationship between the frequency of adult/peer interactions of preschool children and their perceptual role-taking ability. (CM)

19. Cavallaro, S.A., & Porter, R.H. Peer preferences of at-risk and normally developing children in a preschool mainstream classroom. American Journal of Mental Deficiency, 1980, 84, 357-366. EJ 223 775

Social interactions and peer preferences in a preschool mainstream classroom containing 20 normally developing at-risk children were studied using the ethological method of direct

observation. Data on social play and gaze orientation indicated that normally developing children and at-risk children interacted primarily with children from their respective groups.

20. Charlesworth, W.R. An ethological approach to studying intelligence. Human Development, 1979, 22, 212-216. EJ 212 938

Describes an ethological approach to the study of intelligence and results of observational research of problem solving behavior in everyday situations. Nine toddlers and preschoolers were observed. Reactions to situations blocking ongoing behavior were recorded. "Blocks" included situations where the child wanted something that was unavailable, as well as situations involving impositions from outside the individual. (Author/SS)

21. Cherry, L. The preschool teacher-child dyad: sex differences in verbal interaction. Child Development, 1975, 46, 532-535. EJ 121 267

This study describes differences in the quantity and style of female preschool teachers' dyadic verbal interaction with girls and boys in their classes. Sixteen hours of the spontaneous speech of 4 female teachers and 38 girls and boys were tape recorded in two classroom situations, then transcribed and analyzed. (Author/CS)

22. Cochran, M. M. A comparison of group and family child-rearing patterns in Sweden. Child Development, 1977, 48, 702-707. EJ 164 752

This naturalistic field study of child-rearing patterns compared observational and developmental data for 60 home-based and 60 day care center-based Swedish toddlers. (Author/JMB)

23. Connolly, J., & Doyle, A. Social competence in the preschool: a multivariate view. San Francisco: Paper presented at the Biennial Meeting of the Society for Research in Child Development, 1979. (ERIC Document Reproduction Service No. ED 176 855)

This study was designed to provide additional understanding of the construct of social competence by using multiple assessments, including both behavioral inferential techniques. Indices of qualitative social behaviors and of quantitative interaction dimensions were collected on 66 preschoolers during free play. Scores on the Kohn and

Rosman Social Competence Scale, on a picture sociometric test and on a teacher ranking of peer popularity were also obtained. Age and IQ estimates were additionally recorded. Multivariate techniques, including factor analysis, multiple regression, and canonical correlation were used to investigate the overlap among inferential and behavioral data sets. Results indicated that the greatest degree of overlap occurred between the teacher-derived social competence measures, developmental maturity, and the behavioral factors defined by the frequent use of successful social behaviors such as attention-eliciting, question-asking, directing a peer's activities and competing for toys. Peer popularity and the quantitative interaction factors were less clearly convergent with these measures. (Author/MP)

24. Connolly, K., & Smith, P. K. Experimental studies of the preschool environment. International Journal of Early Childhood, 1978, 10, 86-97. EJ 222 226

Examines the effects of varying physical resources, such as space, play equipment, and class size, on children's behavior. (MP)

25. Cooper, M.G. Verbal interaction in nursery schools. British Journal of Educational Psychology, 1979, 49 (pt 3), 214-225. EJ 222 926

An ecological study of the quantity and distribution of language among children in nursery schools is reported. Two different situations, one in which the presence of the adult is incidental and the other in which the adult assumes a teaching role are analyzed for categories of verbalization by the children. (Author)

26. Corsaro, W.A. "We're friends, right?": children's use of access rituals in a nursery school. Working papers in sociolinguistics, no. 43. Austin: Southwest Educational Development Lab, 1978. (ERIC Document Reproduction Service No. ED 155 923)

Little is known about how children gain interpersonal access in settings where adults are not present or are unavailable. This study sought to describe children's strategies for access into and withdrawal from peer interactive episodes in a nursery school. Data were collected from direct observations of two groups of children. The first phase of data collection involved three months of unobtrusive monitoring, and was followed by two months of participant observation. Five months

of video-taping peer interaction followed. Strategies were defined as being (1) episode access strategy/ (2) episode withdrawal strategy/ (3) access response/ and (4) withdrawal response. Findings indicate that children have more complex strategies for access than for withdrawal routines. It is further concluded that access routines are learned in everyday peer activities, but that withdrawal routines may be dependent on formal training by adults. (AM)

27. Deutsch, F. Observational and sociometric measures of peer popularity and their relationship to egocentric communication in female preschoolers. Developmental Psychology, 1974, 10, 745-747. EJ 104 694

Discussed is the assessment of sociometric and observational measures of peer popularity and communicative egocentrism for 60 white, middle-class female preschoolers. Results indicate that communicative egocentrism was significantly related to the observational measure of peer popularity but not significantly related to the sociometric measure. (Author/SDH)

28. Edwards, E., & Montemurro, T.J. The behavior of pre-school handicapped children and their interaction with model children. Dallas: Paper presented at the Annual International Convention, the Council for Exceptional Children, 1979. (ERIC Document Reproduction Service No. ED 171 046)

A demonstration preschool program based on Piagetian principles and integrating handicapped children with their normal peers is described. Findings on the behavior styles of the children are cited based on the Coping Analysis Schedule for Educational Settings. It is explained that as groups, the non-handicapped and handicapped Ss exhibit similar styles of behavior in each of the settings (program-directed and teacher-directed choice settings). Eight coping styles are delineated, including passive, withdrawn, avoidant, dreamy/ and assertive, socially integrative, and task oriented. Interactions between handicapped and non-handicapped children, recorded along the transactional categories of CASES, are reported by frequencies and percentages for sex and age. Among findings discussed is that appropriate integrative play accounted for more than two-thirds of the interactions initiated by non-handicapped children toward handicapped children. (CL)

29. Eisenberg-berg, N., Boothby, R., & Matson, T. Correlates of preschool girls' feminine and masculine toy preferences. Developmental Psychology, 1979, 15, 354-355. EJ 218 258
30. Eisenberg-berg, N., Haake, R., Hand, M., & Sadalla, E. Effects of instructions concerning ownership of a toy on preschoolers' sharing and defensive behaviors. Developmental Psychology, 1979, 15, 460-461. EJ 219 939
31. Eisenberg-berg, N. , & Hand, M. The relationship of preschoolers' reasoning about moral conflicts to prosocial behavior. Child Development, 1979, 50, 356-363. EJ 211 411

Examines the relationship between 35 preschoolers' moral reasoning about altruistic moral conflicts and their sharing, helping and comforting in a naturalistic environment. (JMB)

32. Eisenberg-berg, N., & Neal, C. Children's moral reasoning about their own spontaneous prosocial behavior. Temple: Arizona State University, 1977. (ERIC Document Reproduction Service No. ED 145 927)

This paper describes research which involved (1) the study of children's moral reasoning about their own spontaneous prosocial behavior and (2) an examination of the early development of such reasoning. Prosocial moral reasoning is defined as reasoning about conflicts in which the individual must choose between satisfying his or her own wants, needs and desires and those of others in contexts in which laws, punishment, authorities and formal obligations are irrelevant or deemphasized. Twenty-two nursery school children, from 48 to 63 months of age, were observed and questioned by a familiar experimenter, in the classroom setting, about their spontaneous helping, sharing and comforting behaviors over a 12-week period (approximately 4 hours per week). The children justified their prosocial behaviors primarily with references to others' needs and pragmatic considerations. In contrast to the findings of previous research, on prohibition-oriented reasoning, the children used little punishment and authority-oriented or hedonistic reasoning. No sex or age differences were found. (Author/BF)

33. Emmerich, W. Evaluating alternative models of development: an illustrative study of preschool personal-social behaviors. Child Development, 1977, 48, 1401-1410. EJ 176 110

This article presents a scheme which would allow investigators to shift back and forth among model assumptions while maintaining the integrity of separate models of development. The scheme is illustrated in a study of 16 nursery school children's personal-social behaviors within 2 contexts during 2 time periods. (Author/JMB)

34. Eson, M.F., Cometa, M.S., Allen, D.A., & Henel, P.A. Preference for novelty-familiarity and activity-passivity in a free choice situation. Journal of Genetic Psychology, 1977, 131, 3-12. EJ 170 305

Twenty children, 22 to 49 months old, were given a free choice of becoming involved in one of four activity settings characterized as being familiar or novel and active or passive. Children preferred novel activities to familiar ones, while activity level depended on situational familiarity. (BD)

35. Etaugh, C., Collins, G., & Gerson, A. Reinforcement of sex-typed behaviors of two-year-old children in a nursery school setting. Developmental Psychology, 1975, 11, 255. EJ 116 438

Examined sex differences in the play preferences of 2-year-old nursery school children and determined whether teachers of this age group reinforce female sex-typed behaviors as do teachers of older preschoolers. (SDH)

36. Fagot, B.I. Influence of teacher behavior in the preschool. Developmental Psychology, 1973, 9, 198-206. EJ 084 946

Investigations of relationship of teachers behavior to childrens task behavior in preschool. Less critical, less directive teachers showed a higher rate of children's task behavior. (ST)

37. Fagot, B. I. Teacher reinforcement of feminine preferred behavior revisited. Denver: Paper presented at the Biennial Meeting of the Society for Research in Child Development, 1975. (ERIC Document Reproduction Service No. ED 116 809)

The two studies reported, on teacher reinforcement of and teacher attitudes toward children's sex-preferred behaviors attempted to clarify some issues concerning the differential treatment of boys and girls at the preschool level. The first study looked at teacher reinforcement of sex-preferred behaviors in children aged 3 to 5 years as a function of the experience of the teacher. Six children of each sex in each of four independent play groups were observed with their teachers; a coded observation schedule was used to compare the patterns of teacher reinforcement for sex-preferred behaviors and the amounts of teacher response for boys and girls and for experienced and inexperienced teachers. Results indicated that all teachers responded in equal amounts to boys and girls and reinforce feminine preferred behaviors not only in girls but also in boys. The second study compared sex stereotyping and educational attitudes of college students of both sexes who were either experienced or inexperienced in dealing with young children. Subjects were asked to rate 31 child behaviors either on sex appropriateness or on importance for future academic performance. Results showed that 12 behaviors were considered sex stereotyped, six male and six female, and that inexperienced persons rated behaviors as stereotyped significantly more frequently than experienced persons. The two studies indicated teacher experience rather than sex of the teacher to be a determinant of teacher classroom behavior and brought into question the differential effects on boys and girls of being reinforced for behaviors which are preferred by girls and nonpreferred by boys. (GD)

38. Fagot, B.I. Consequences of moderate cross-gender behavior in preschool children. Child Development, 1977, 48, 902-907. EJ 168 262

The reactions of peers and teachers to sex-typed behaviors of 106 boys and 101 girls in 15 preschool classrooms were examined. (JMB)

39. Fagot, B.I. Preschool sex stereotyping: effect of sex of the teacher vs. training of the teacher. New Orleans, La.: Paper presented at the Biennial Meeting of the Society for Research in Child Development, 1977. (ERIC Document Reproduction Service No. ED 136 966)

This study was designed to compare inexperienced and experienced teachers of both sexes in terms of types of teaching behaviors, reactions to boys and girls, and reactions to different child behaviors, particularly sex-preferred behaviors. Forty teachers, 20 male and

20 female, were observed for 10 hours each during free play periods in preschool classes. Ten teachers of each sex were experienced (with at least 3 years' teaching experience and some formal training in early childhood education), and 10 were inexperienced (with less than 3 years' experience and no early childhood training). Analyses of observation data indicated that: (1) experienced teachers initiated more activities than inexperienced teachers, while inexperienced teachers joined children's play groups more often; (2) experienced teachers of both sexes interacted more with boys and girls when they were engaged in feminine preferred activities; and (3) inexperienced teachers of both sexes interacted more with boys engaging in masculine-preferred activities and girls engaging in feminine-preferred activities. Differences between male and female teachers were much smaller than differences between experienced and inexperienced teachers. The fact that inexperienced teachers of both sexes were similar to male teachers described in other studies was interpreted as suggesting that some of the results previously attributed to sex of teachers were probably due to differences in amount of experience between male and female. (JMB)

40. Fagot, B.I. Variations in density: effect on task and social behaviors of preschool children. Developmental Psychology, 1977, 13, 166-167. EJ 162 761

41. Fagot, B.I. Sex determined consequences of different play styles in early childhood. Toronto: Paper presented at the Annual Meeting of the American Psychological Association, 1978. (ERIC Document Reproduction Service No. ED 170 055)

The purpose of this 2-year study was to examine the relationships of choice of play-style and sex of child to the type of feedback (positive or negative) children receive from teachers and peer groups for their behavior. A list of 33 child behaviors and 15 teacher and peer reactions was used to observe the behavior of 67 children (32 boys and 35 girls, 18-58 months old). Each child was observed in a predetermined order once every 5 minutes for 5 seconds with the child behavior, the reactors (peer or teacher), and the reactions being coded. The results were discussed in terms of high and low scores on four factors: (1) high task complexity (2) high social co-operation (3) activity level, and (4) passive-withdrawn behavior. Among these results it was found that children high on factor 1 received more positive teacher feedback, while children low on this factor played alone significantly

more and received more negative teacher feedback. Children high on factor 2 received more positive teacher and peer feedback/ within this group, girls received more positive teacher feedback and they played alone less than boys. Children high on factor 3 received more peer comment and more teacher criticism. A significant sex difference was found on factor 4 with girls receiving more positive teacher feedback than other groups. Further analysis, in four different combinations of loadings on factors 1 and 3, was carried out on two girls and two boys who were above and below the mean for each of the four factors/ results were discussed. (MP)

42. Fagot, B.I. Play styles in early childhood: continuity and change as a function of sex. Lund, Sweden: Paper presented at the meeting of the International Society for the Study of Behavioral Development, 1979. (ERIC Document Reproduction Service No. ED 175 562)

The continuity of play styles of preschool children over a 1-year period was observed and related to teacher and peer reinforcement patterns influenced by sex stereotypes. Sixty-seven children, aged 18 months to 58 months, were observed in a natural setting using a behavior checklist consisting of 33 child behavior categories and 15 teacher- and peer-reaction categories. Each child in the study was observed for at least 40 hours, with 12 observations per hour. Data from the upper and lower 25% of the children on each of seven factors (derived from a factor analysis of the 33 behavior scores) were examined for continuity between the first and last 10 weeks of the children's participation in the study. The results indicate that certain play styles show stability for all children, while others change over time. The behaviors which change are those behaviors for which peers or teachers are giving an unusual amount of feedback to one group of children. For example, teachers had an extremely high rate of initiation activity towards passive children. Also, peers successfully exerted pressure to change a child's behavior, as in the case of boys who were initially low on male-preferred or high on female-preferred activities. Peers did not, however, exert negative pressure on girls who were high on the male-preferred activities or low on the female-preferred activities. Such girls show high stability on play style even though their behavior does not fit the traditional stereotypes. On the other hand, teachers gave girls with high activity levels more negative feedback, and these girls show low stability on this factor. Participation in solitary activities appears to be independent of feedback. (Author/SS)

43. Feldbaum, C.L., Christenson, T.E., & O'Neal, E.C.
An observational study of the assimilation of the
newcomer to the preschool. Child Development, 1980,
51, 497-507. EJ 228 601

Investigates differences between the behaviors of children entering stable preschool groups (6 M/6 F) and those of their host classmates, and traces the process by which new children come to approximate host frequencies of interaction and social participation. A sequential time-sampling procedure was employed. (Author/ SS)

44. Field, T. Handicapped preschool children: self, teacher, toy and peer-directed behaviors. Miami: University of Miami, Medical School, 1979. (ERIC Document Reproduction Service No. ED 179 316)

To determine whether children with sensorimotor handicaps follow the developmental sequence of normal children in interactions with adults, toys, and peers, time sampling observations were made of self-, teacher-, toy-, and peer-directed behaviors of 36 handicapped preschool children. These children were assigned to three classrooms according to their developmental age (severely, moderately, and minimally delayed development), and matched by chronological age with a group of 12 normal 3 to 4 year old children. Results indicated that the handicapped children followed a sequence similar to that of the normal children. The incidence of other-directed behaviors such as looking, smiling, vocalizing and touching followed a developmental progression of direction towards self, teachers, then toys, and finally peers. With increasing developmental age progressively fewer self-directed and more peer directed behaviors were observed. The delayed and normal children engaged in more toy-directed behaviors; and the normal children engaged in more peer-directed behaviors than any of the handicapped children. (Author/ SS)

45. Field, T.M. Preschool play: effects of teacher/child ratios and organization of classroom space. Child Study Journal, 1980, 10, 191-205. EJ 237 253

Results indicated that a classroom with a low teacher/child ratio and partitioned play areas facilitates peer interactions and fantasy play among middle-class, preschool children. (Author/DB)

46. Finkelstein, N.W., Dent, C., Gallacher, K., & Ramey, C.T. Social behavior of infants and toddlers in a

day-care environment. Developmental Psychology, 1978, 14, 257-262. EJ 214 827

Observation of infants and toddlers in a day care setting revealed that frequency of teacher-child interaction decreased and peer interaction increased with age. The increase in peer interaction appeared to be related to the toddlers' greater capacity for reciprocating social behaviors and increased use of vocal behavior in interactions. (JMB)

47. Firestone, G., & Brody, N. Longitudinal investigation of teacher-student interactions and their relationship to academic performance. Journal of Educational Psychology, 1975, 67, 544-550. EJ 125 180

Studies the role that interactions play in predicting academic performance of kindergarten children who were follow studied into the first grade. (Author/DEP)

48. Forness, S. R., & Esveltdt, K. C. Prediction of high-risk kindergarten children through classroom observation. Journal of Special Education, 1975, 9, 375-387. EJ 136 189

49. Forness, S. R., & Guthrie, D. Stability of pupil behavior in short-term classroom observations. Psychology in the Schools, 1977, 14, 116-120. EJ 153 322

To determine the point at which successive days of classroom observation results in a reliable sample of behavior, a classroom of 30 kindergarten children was observed over a period of 18 days in four behavior categories. High correlations between running and total averages were obtained around the fourth day. (Author)

50. Friedrich-Cofer, L. K., Huston-Stein, A., Kipnis, D. M., Susman, E. J., & Clewett, A. S. Environmental enhancement of prosocial television content: effects on interpersonal behavior, imaginative play, and self-regulation in a natural setting. Developmental Psychology, 1979, 15, 637-646.

The social, imaginative and self-regulatory behavior of 141 children in Head Start centers was observed before and during one of the following 4 experimental treatments: (a) neutral films, (b) prosocial TV, (c) prosocial TV plus related play materials, and (d) prosocial TV plus related materials plus teacher training for rehearsal

using verbal labeling and role playing. (Author/SS)

51. Geller, S. E., Geller, M. I., & Serbin, L. Social reinforcement of attending: effects on classroom learning in disadvantaged preschoolers. Denver: Paper presented at the Biennial Meeting of the Society for Research in Child Development, 1975. (ERIC Document Reproduction Service No. ED 119 843)

This study investigated the relationship between visual attending and learning in a group of 46 Head Start children from low income families. Attending behavior (defined as "eyes oriented towards the teacher and/or teaching materials for a full 5-second interval") was measured for each child during a 10-minute story period on four consecutive days. During each story period, cassette recordings of two stories were played while the teacher showed corresponding pictures. Between the two stories, the teacher performed a number of distinct motor behaviors (i.e., arms raised over head). These motor behaviors were used to test children's recall of model behavior. After each day's storytime, children were individually questioned about the material presented during the second story and were asked to perform the same motor behaviors that the teacher had done between the two stories. Children were asked questions to which answers could be obtained: (1) only by looking at the pictures or (2) only by listening to the story text. Half of the subjects (the experimental group) received praise for orienting their eyes towards the teaching materials and not talking to other children. Results showed that the mean level of attending on treatment days for the experimental group was 70.25% compared with 46.2% attending for the control group, a statistically significant difference. It appears that reinforcing visual attention does facilitate learning in the classroom for most children. (BRT)

52. George, C., & Main, M. Social interactions of young abused children: approach, avoidance, and aggression. Child Development, 1979, 50, 306-318. EJ 211 436

A sample of ten abused toddlers ranging in age from one to three years and ten matched controls from families experiencing stress were observed during social interactions with caregivers and with peers in their day care settings. (JMB)

53. Gottman, J. M. Toward a definition of social isolation in children. Child Development, 1977, 48, 513-517. EJ 164 720

This study assessed 113 children in eight Head Start classrooms using both sociometric measures of acceptance and rejection and observational measures of behavior when alone, when interacting with peers, and when interacting with the teacher. Results suggested that these two measures of social isolation do not tap the same dimension. (Author/JMB)

54. Grieger, T., Kauffman, J. M., & Grieger, R. M. Effects of peer reporting on cooperative play and aggression of kindergarten children. Journal of School Psychology, 1976, 14, 307-312. EJ 150 040

Kindergarten children (N=90) were given opportunities to report to their class during "sharing time" the cooperative or friendly behaviors of their peers which had occurred during the day. Cooperative behavior increased and aggressive acts decreased when peers reported prosocial behavior to the class. (Author)

55. Gunnarsson, L. Children in day care and family care in Sweden: a follow-up. Research bulletin no. 21. Gothenburg, Sweden: Department of Educational Research, Gothenburg School of Education, 1978. (ERIC Document Reproduction Service No. ED 180 665)

This report represents the second phase of an ongoing longitudinal study of children in different child-rearing environments in Sweden: children's own homes, 'day' homes and day care centers. One hundred and two of the 120 original families participated in the follow-up. The children had reached an age of 5½ years. Four areas investigated were: evolution of home settings over the four-year period of the study, children's interactions with adults and peers in day care centers and homes, the influence of adult- and peer-imposed norms on children, and overall development of the children. Interviews, observations and outcome measures were used. Although the two groups of families who entered the study when their children were one year old were carefully matched for comparability, after four years children in center care were (1) more likely to have only one parent in the home, (2) have no brothers or sisters, (3) live in apartments, and (4) be girls. Peer interaction was more frequently observed than adult interaction in both the homes and the centers. Boys were more peer group-oriented. Differences in overall development were to a large extent sex-related, rather than setting-related. It was concluded that: neither the home nor the day care center was superior or inferior to the other in promoting the overall development of the children. There are substantial differences between boys and girls in social interaction patterns,

activities, and cognitive performances. Sex differences are more pronounced than differences found between different child care environments. (Author/RH)

56. Guralnick, M. J. Integrating handicapped and non-handicapped preschool children. Final report. Columbus: Department of Communication, Ohio State University, 1978. (ERIC Document Reproduction Service No. ED 162 472)

The final report summarized three studies on the efficacy of preschool programs in which handicapped and nonhandicapped children are integrated. In the first section, analyses of the social interaction of 37 4- to 6-year old children are presented. Among results cited are that nonhandicapped and mildly handicapped Ss interacted more frequently with each other than expected on the basis of availability and less frequently than expected with moderately and severely handicapped children. The second study describes a tutoring program in which eight non-handicapped children served as change agents for 12 less advanced children. The final section describes a series of case studies involving 11 pairs of children. Among major conclusions cited is the feasibility of direct instructional interaction in free play settings between mildly handicapped and nonhandicapped children. (CL)

57. Halverson, C.F., & Waldrop, M. Relations between preschool activity and aspects of intellectual and social behavior at age 7½. Developmental Psychology, 1976, 12, 107-112. EJ 141 728

Studied the relationship between the intense, high energy behavior of 62 preschool children and differences in cognitive style and related social behavior of the same children 5 years later. (GO)

58. Hamilton, V. J., & Gordin, D. A. Teacher-child interactions in preschool and task persistence. American Educational Research Journal, 1978, 15, 459-466. EJ 189 961

Several hypotheses were tested: (1) task behavior in a Montessori classroom and an experimental activity are correlated/ (2) teacher criticism causes low task persistence in both situations/ and (3) praise causes higher involvement in both situations. Results confirmed all hypotheses except that between classroom reward and experimental persistence. (Author/CP)

59. Hardiman, S. A., Goetz, E. M., Reuter, K. E., & Le Blanc, J. M. Primes, contingent attention and training: effects on a child's motor behavior. Journal of Applied Behavior Analysis, 1975, 8, 399-409. EJ 131 029

The use of primes (verbal suggestions), contingent attention, and training sessions to assess a 4-year-old child's engagement and skill in six large motor activities was examined using a combination reversal and multiple-baseline design.

60. Harper, L. V., & Sanders, K. M. Preschool children's use of space: sex differences in outdoor play. Developmental Psychology, 1975, 11, 119. EJ 113 050

61. Haskett, G. J., & Lentfesty, W. Reading related behavior in an open classroom: effects of novelty and modeling on preschoolers. School Psychology Digest, 1975, 4, 47-52. EJ 125 114

Preschool reading behavior did not arise necessarily in an open classroom where a set of books was continuously available. Because the open classroom acquires new properties and meanings when contrasted with the traditional school, complex factors influencing behavior, such as novelty and modeling, must be examined. (BJG)

62. Hawn, J., Holt, W., & Holmberg, M. The effects of active and quiet activities upon subsequent attending of preschool children. Philadelphia: Paper presented at the Biennial Meeting of the Society for Research in Child Development, 1973. (ERIC Document Reproduction Service No. ED 135 471)

The present study examined the effect of preceding activities upon the attending behavior of preschool children while listening to a story in a large group situation. Attending in the group subsequent to active play was compared with attending in the group subsequent to a quiet activity. The four subjects of this research ranged in age from 3 to 4 years and were a representative sample of the entire group's attending behavior. The active play period took place outside where the children had access to playground equipment. Quiet indoor activities consisted of performing conceptual tasks, looking at books, or playing a game at a table. Observation of the children's attending behavior took place during large group. The observer used a 15-second scanning procedure and recorded whether the subjects were attending while a story was being read or a movie shown. Attending was

defined according to bodily position directed toward the designated stimuli; silence; response to teacher instructions; display of disruptive behavior, and closeness to the group. Results indicated that the children were less attentive in large group when a quiet activity preceded it. This study points up the fact that behavior can be altered by scheduling a preceding activity which will reduce the occasion for inappropriate behavior. (Author/MS)

63. Holmberg, M. C., Thomson, C. L., & Baer, D. M. The experimental analyses of preschool teachers' behaviors. Final report. Lawrence: Kansas Center for Research in Early Childhood Education, Kansas University, 1972. (ERIC Document Reproduction Service No. ED 129 405)

The report is in three parts. Part A is entitled "What Helps Teachers Teach - An Experimental Analysis" and covers the topics: What Do Teachers Do? Single Procedures That Train Teachers and Those That Don't. A Three Procedure Training Package. When the Package Fails...Who Records the Behaviors? Do Training Results Maintain? This section is accompanied by numerous charts and graphs. Part B is a master's thesis entitled "An Experimental Analysis of a 3-Part Training Procedure for Teachers and Its Effect on Increasing a Preschool Child's Peer Interaction in Specific Classroom Activities". Part C, "Case Studies in Teacher Training" deals specifically with priming and reinforcing child-peer interaction by the teacher. (MS)

64. Houston, A. J. Attachment: a study of a child's attachment to the teacher as an outgrowth of his/her attachment to the mother. 1978. (ERIC Document Reproduction Service No. ED 157 610)

This paper reviews the literature on attachment, presents a study of child-teacher attachment, and discusses child-teacher attachment as a secondary relationship influenced by the prototype bonding between mother and child. The literature review traces the development of psychoanalytic thought regarding the mother-child relationship and examines the function and development of attachment behaviors. The role and biases of the mother and child in initiating, maintaining, and securing attachment are described, and the related development of intentionality in the child is briefly discussed. In the study reported, two boys and two girls ranging in age from 3 to 5 years were observed interacting with their preschool teachers. An instrument developed for this study was used to observe attachment behaviors between children and teachers. Results were interpreted as showing that the children initiated attachment by many different types of behavior, the most dominant indices being talking with the teacher, initiating a con-

versation, asking a question or requesting help, allowing self to be touched or held, touching, making eye contact, and smiling. In order for these forms of attachment behavior to be directed towards the attachment figure, the children oriented themselves toward the teacher by smiling or using eye contact, and maintained proximity through touch and/or vocalization. The final section of the paper discusses the significance of the infant's first use of each mode of expression as an archetype for attachment behavior in later years. (JMB)

65. Howes, C., & Rubenstein, J. L. Influences on toddler peer behavior in two types of day care. Rockville, Md.: National Institute of Mental Health, 1978. (ERIC Document Reproduction Service No. ED 175 566)

Peer social behaviors and interaction were observed in day care centers and family day care homes in order to examine the influences of experience and environment. The naturally occurring behaviors of forty toddlers and their peers were time sampled in day care settings. Day care facilities were community based and varied in group size, age composition, and the number and type of play objects. Experience with preschoolers as siblings or playmates and aspects of the inanimate environment in different day care settings influenced peer behavior. Small, mixed age groups in family day care facilitated talking. Center toddlers with older siblings engaged in more prosocial behaviors. Peer play was more complex when using nonportable objects in day care centers and space relationships in family day care. (Author/RH)

66. Howes, C., & Rubenstein, J. L. Toddler social development in two daycare settings. San Francisco: Paper presented at the Annual Meeting of the Western Psychological Association, 1978. (ERIC Document Reproduction Service No. ED 160 250)

This study investigated the child rearing environments in 8 community based day care centers and 16 family day care homes and the social competence of the toddlers enrolled in them. Subjects were forty 19-month-old toddlers from similar backgrounds, half in each type of day care. Socially directed behaviors between the toddler and peers, and between the toddler and adult were time sampled in the day care settings for 2 hours per child. The caregiver was interviewed regarding her training and other characteristics of her job. Results indicated that the two day care settings provided significantly different child rearing environments. The family day care homes cared for a smaller, more heterogeneous group; the care-

givers were more isolated from other adults, did more housework while caring for the child, and worked longer hours. In contrast, day care centers were designed specifically for children and had more large, nonportable play objects; the caregivers had more formal training but less experience as mothers than family day care workers. Social competency of the toddlers was examined through an analysis of 5 factors: positive social skills; dependent behaviors; high positive affect directed to the caregiver and high frequencies of imitating the adult; negative affect directed toward the caregiver; and violation of adult standards. There were no differences between the 2 types of day care in the adult facilitative and responsive caretaking and in toddler affect and dependence, indicating that (1) both environments have the potential for promoting social competency in toddlers and that (2) variation within day care settings may be more important than the type of day care. (Author/CM)

67. Huffine, S., Silvern, S. B., & Brooks, D. M. Teacher responses to contextually specific sex type behaviors in kindergarten children. Educational Research Quarterly, 1979, 4 (2), 27-35. EJ 218 657

Kindergarten teachers were more likely to discipline when boys were verbally disruptive, but disciplined girls for disruptive aggressive behaviors. Teachers were physical when responding to boys' disruptions and used verbal and nonverbal behaviors when responding to girls' disruptive behaviors. Girls' questions received longer teacher responses. (Author/GDC)

68. Hughes, M., Carmichael, H., Pinkerton, G., & Tizard, B. Recording children's conversations at home and at nursery school: a technique and some methodological considerations. Journal of Child Psychology and Psychiatry and Allied Disciplines, 1979, 20, 225-232. EJ 211 539

The emphasis in this article is on the methodology used.

69. Huston-Stein, A., Friedrich-Cofer, L., & Susman, E.J. The relation of classroom structure to social behavior, imaginative play, and self-regulation of economically disadvantaged children. Child Development, 1977, 48, 908-916. EJ 168 263

The relation of amount of adult-directed activity to children's social, play, and task behaviors was examined for 141 children in 13 Head Start classes. (JMB)

70. Inoff, G. E., & Halverson, C. F. Behavioral disposition of child and caretaker-child interaction. Developmental Psychology, 1977, 13, 274-281.
EJ 162 808

To assess relations between behaviors in a particular circumscribed caretaker-child interaction setting and child behavioral dispositions assessed by more extensive observation, caretaker-child interaction data was collected for 40 children across several days in a nursery school free-play setting. These data were related to child behavioral disposition data collected across four weeks of nursery school attendance. (Author/JMB)

71. Jacobs, E. The need for privacy and the application of privacy to the day care setting. New Orleans, La.: Paper presented at the Biennial Meeting of the Society for Research in Child Development, 1977. (ERIC Document Reproduction Service No. ED 153 710)

This paper focusing on young children's need for privacy, describes a study conducted to determine the manner in which children in day care centers resolve the problem of reduced space and time for privacy. A pilot study revealed that children displayed three privacy seeking behaviors: (1) verbal and nonverbal territorial behavior (use or defense of a delimited space or object as an exclusive preserve); (2) verbal and nonverbal defense of personal space (an effective boundary control mechanism which regulates the intensity of communications with others); (3) verbal and nonverbal physical privacy seeking (physical separation from others by placing visible barriers between self and others). These privacy seeking behaviors form a matrix of types for observation within each of the four activity areas studied: the block and sand area, the play-dough and housekeeping areas, the games area and the alley. Sixty children aged 3 to 5 years were observed over a period of three months in each of the four areas in the morning and afternoon free play periods. Overall results indicated that: (1) age was not a significant factor in the mode of expression of privacy seeking in this particular age group; and (2) privacy seeking behavior was influenced by the activity area and the time of the day. Privacy implications for teaching and programming in day care settings are examined, and specific kinds of settings recommended. (CM)

72. Jakob, S. G., & Dickerschied, J. D. Social competence: a developmental approach. 1976. (ERIC Document Reproduction Service No. ED 149 869)

This paper presents a developmental study of social competence in preschool children which examines the relationship of motor competence, egocentrism and demographic characteristics to the development of social competence. Tests of motor skills and role taking ability were administered individually to 54 preschool children ranging in age from 3 years 2 months to 5 years 3 months. A measure of social competence was obtained through classroom observation using the Shapiro and Ogilvie Social Behavior Checklist. School records provided the data for family size, birth order and school experience. Results indicated a positive relationship between motor development and social scores, especially at the lower age levels. Although role taking skills were correlated with social competence, the correlation was negative for children under 58 months of age. These scores tended to converge for children over this age level. Methodological problems with the role taking test are discussed. Other results indicated that birth order and sex were not correlated with social competence. Results did indicate an interactive effect of family size and school experience on social competence. Implications of this research for the nursery school teacher are discussed. (BD)

73. Jennings, K. D. People versus object orientation, social behavior, and intellectual abilities in preschool children. Developmental Psychology, 1975, 11, 511-519. EJ 139 792

Relative preference for interacting with people versus objects was observed in 38 children during nursery school free play. Object oriented students were found to perform better on organization and classification of physical objects. Person orientation was not found to be related to performance on tests assessing social knowledge. (GO)

74. Jennings, K. D. People versus object orientation in preschool children: do sex differences really occur? Journal of Genetic Psychology, 1977, 131, 65-73. EJ 170 313

75. Johnson, J. E., Ershler, J., & Bell, C. Play behavior in a discovery-based and a formal-education preschool program. Child Development, 1980, 51, 271-274. EJ 226 039

Play behaviors of 17 children enrolled in a discovery-based preschool program and 18 children in a formal program within a university center were observed over 11 weeks for 20 one-minute observations. (Author)

76. Johnson, R. L. Social behavior of 3-year-old children in day care and home settings. Child Study Journal, 1979, 9, 109-122. EJ 208 417
77. Johnson, R. L., & Scriven, G. H. The presence of an adult and children's choices. Educational Horizons, 1979, 52, 152-155. EJ 215 332

The author's research reveals that the presence of a responsible, interactive adult attracts more children to an area than does that of a nonresponsive, passive adult. The authors concluded that the mere presence of a 'passive' adult had no impact on maintaining children's interest in a specific learning area. (Author)

78. Karlson, A. R., & Stodolsky, S. S. Predicting school outcomes from observations of child behavior in classrooms. Chicago: Chicago Early Education Research Center, Chicago University, 1973. (ERIC Document Reproduction Service No. ED 128 426)

A modified Montessori nursery school program operating in a private urban school serving a racially heterogeneous population was evaluated. The project called for investigating the educational effects of the program on both Head Start and middle class children. The impression was that children participated in the project differentially. That is, they had unique patterns of work and play when they were given a choice of different activities. The evaluation procedures spanned the entire school year. Tests were administered to a total sample of 58 children, divided equally by social class during the first and last month of the school year. The classroom observations were recorded for a subset of this group, which contained 43 children. This sample of 43 children was also equally divided by social class. Each Head Start child was pair-matched to the extent possible on age, sex, classroom, and previous school experience with a middle class child. Twenty-six of these children were above four years of age and received the Wechsler Preschool and Primary Scale of Intelligence and the Stanford-Binet. Classroom observations were conducted during the period between testings. Findings are discussed in terms of the observational data, the test data, and the relationship between the two. (RC)

79. Kennedy, E.R. Kindergarten teachers' individual integrative and dominative contact patterns with children and their relation to teacher assessments of children. San Francisco: Paper presented at the Annual Meeting of the American Educational Research Association, 1976. (ERIC Document Reproduction Service No. ED 124 291)

To determine whether teachers' dominative and integrative contacts with children are related to their assessments of children, four kindergarten teachers were observed for 300 minutes each. The Clifton form of the Anderson observational system was used to measure teacher contacts with individual children in their classes. Teachers were then asked to assess each child's likelihood of school success, family interest and socioeconomic status. Chi-square tests of goodness of fit showed that the teachers differentiated among children in their contacts. Canonical correlation analysis indicated an overall relationship between teacher contacts and teacher assessments. Children assessed high on likelihood of school success and family interest tended to receive more integrative teacher contacts. (Author/SB)

80. Keogh, W. J., Miller, R. M., & Le Blanc, J. M. The effects of antecedent stimuli upon a preschool child's peer interaction. Philadelphia: Paper presented at the Biennial Meeting of the Society for Research in Child Development, 1973. (ERIC Document Reproduction Service No. ED 135 473)

This study analyzed the effect of (1) teacher priming and (2) the presence of novel gross motor play equipment on peer interaction. The subject was a 2½-year-old boy who seldom interacted with his classmates in a toddler class. In the teacher priming condition, teachers verbally and nonverbally prompted the subject to interact with peers, while withholding praise or approval following interactions. In the play equipment condition, one of three novel pieces of gross motor equipment was placed in a special area of the classroom or playground. In a third condition, teachers prompted the subject to "try out" one of the pieces of gross motor equipment, again withholding praise or approval for interactions. Observations were conducted daily during a 20-minute inside free play period and during a 14-minute outside free play period. Behaviors were recorded in 10-second intervals. Results indicate that both the presence of novel play equipment and teacher primes increased the level and duration of appropriate social interaction. Eight pages of graphs and pictures are included. (SB)

81. Kerschner, P. A. Multigenerational day care. Washington, D. C.: Department of Health Education and Welfare, 1977. (ERIC Document Reproduction Service No. ED 135 473)

This study explores the potential benefits of multigenerational day care programs. Two small preschool programs serving predominantly low income black families were

chosen for comparison. The programs were matched for child/staff ratio, level of staff professionalism, and characteristics of the families served. The programs differed, however, in their educational philosophies and in the physical facilities available to them. One program was considered a traditional child care program. The second involved the use of foster grandparents over 60 years of age as paraprofessionals assisting in children's activities. Data were collected through testing, interviews, and observations involving children, parents, older adults, staff members, and other professionals in the fields of child care, gerontology and volunteerism. The data were used to analyze the attitudes of the children, parents, and staff, and the interactions among children, staff and older adults in each program. Also examined were the levels of professionalism necessitated by the multigenerational programs. Although results from testing suggested few differences between the traditional and the multigenerational programs, data from interviews and observations suggested that both the children and the older adults benefited from the experimental program. On the basis of the findings, suggestions are made for revisions to the Federal Interagency Day Care Requirements as they pertain to multigenerational child care programs. In addition to the study, the paper presents background material on the potential role older adults can play in various types of child care programs. (BD)

82. King, N. R. Play: the kindergartner's perspective. Elementary School Journal, 1979, 80, 80-87. EJ 222 283

In order to understand the work and play in kindergarten and to define kindergarten play from the children's perspective, children in three classrooms were observed and interviewed. (MP)

83. Kohn, M., & Parnes, B. Social interaction in the classroom--a comparison of apathetic-withdrawn and angry-defiant children. Journal of Genetic Psychology, 1974, 125, 165-176. EJ 111 430

Presents two studies of preschool children, which test the hypothesis that a child's scores on two factor-analytically derived dimensions of social-emotional functioning are directly related to the frequency and type of his peer interactions. (Author/SDH)

84. Krantz, M., & Scarth, L. Task persistence and adult assistance in the preschool. Child Development, 1979, 50, 578-581. EJ 211 470

Adult assistance procedures were experimentally compared for their effects upon the preschool child's tendency to persist in self-selected manipulative tasks in a free-play setting. (JMB)

85. Lamb, M. E., & Roopnarine, J. L. Peer influences on sex-role development in preschoolers. Child Development, 1979, 50, 1219-1222. EJ 226 088

Examines peer influences on the sex-role development of preschoolers. The occurrence of sex-stereotyped activities and peer responses to them were observed in a naturalistic setting. (CM)

86. Larsen, J. M. Effects of increased teacher support on young children's learning. Child Development, 1975, 46, 631-637. EJ 126 361

Examined the effects of varying degrees of teacher support on middle class preschoolers' success in cognitive and motor learning tasks. Support was defined in terms of physical proximity, physical contact, and facial and verbal behaviors. (JMB)

87. Leiter, M. P. A study of reciprocity in preschool play. Child Development, 1975, 46, 631-637. EJ 176 097

Child-child interactions were observed in 2 preschools during free-play time and were recorded in terms of social initiations and responses. The degree of reciprocity in the quantity and quality of overall initiations as well as among the various initiation response dyads was analyzed. (Author/JMB)

88. Loveland, K. K., & Olley, J. G. The effect of external reward on interest and quality of task performance in children of high and low intrinsic motivation. New Orleans, La.: Paper presented at the Biennial Meeting of the Society for Research in Child Development, 1977. (ERIC Document Reproduction Service No. ED 144 702)

In order to clarify the conditions under which material rewards have a detrimental effect upon children's later interest in the rewarded task, the effect of a reward for drawing was measured with 24 preschool children ranging in age from 34 to 40 months. The children were grouped as high or low in initial interest on the basis of observation of time spent drawing, and the children in each group were given as expected reward for drawing, while the other half received no reward. Time spent drawing and 'quality' of drawing were measured one week

and seven weeks later. The high initial interest children who received a reward lost interest when observed a week later, while the low interest rewarded children gained interest. By seven weeks both groups returned to their original levels. At the time of the reward, high interest rewarded subjects drew more drawings but of poorer quality than did the unrewarded high interest children. Low interest children who were rewarded also drew more than their unrewarded counterparts, but quality was not affected. (Author/BD)

89. Lovinger, S. L. Socio-dramatic play and language development in preschool disadvantaged children. Psychology in the Schools, 1974, 11, 313-320.
EJ 102 329

Two major questions were explored by this study: "Will the use of socio-dramatic play increase the use of language/" and "Will the use of language in fantasy play transfer to a cognitive task?" Results affirmatively answer these questions. (Author)

90. Marcus, R. F. A naturalistic study of reciprocity in the helping behavior of young children. New Orleans, La.: Paper presented at the Biennial Meeting of the Society for Research in Child Development, 1977.
(ERIC Document Reproduction Service No. ED 136 924)

This study attempts to demonstrate factors governing reciprocity of helping behavior in nursery school children. A time sampling method with a pre-set 10 category system was used to record the psychological and task helping behavior of 19 preschool children (mean age 5½ years) over a 2-month period. Each child also completed a sociometric status test and was rated on his relative helpfulness by two teachers. It was found that help given by children was reliably reciprocated by peers. Reciprocity was stronger when the recipient was liked by the giver than when the recipient was disliked. High sociometric status children received more help than they gave while low sociometric status children gave more help than they received. A negative relationship was found between sociometric status and both psychological and directed (solicited) help received. Helping behavior occurred primarily between same sex peers and consistent sex differences were found in favor of males on all observational measures of helping behavior. (Author/SB)

91. Mathis, A., & Oyemade, U. J. Ecological influences on psycho-social development of black children: interim progress reports, year, II. Nashville, Tenn.: Meharry

Medical College, 1976. (ERIC Document Reproduction Service No. ED 135 901)

This paper is an interim report of a three-year study to investigate the relationship between personality and social development and varying environmental experiences on low and lower-middle income black preschool children. The subjects are 40 black preschool children between the ages of three years nine months and four years four months, selected from seven day care centers and classified according to social status based on the educational and occupational status of their parents. The overall objectives of the study are to determine preschool behavioral correlates of personality variables which have been identified as having developmental significance in relation to academic achievements of black children, and to ascertain from parental interview and ecological data, major influences of the home and preschool environments which appear to be correlates and possible antecedents of black preschool behavior. A further major objective is to develop a preschool curriculum relevant to normative developmental behaviors of black children. The purpose of the curriculum is to enhance a more effective transition from the environment of the preschool child to the school environment of the larger society. Included in this report are a review of the recent literature, Year II data analysis and procedures, and an analysis and interpretation of data collected on four-year-old subjects. Summary findings of pilot studies are included and projections for Year III data collection, procedures, and analysis are outlined. (Author/BS)

92. Mays, V. Sources of linguistic influence: peers at learning centers. Technical report # 16. Honolulu: Kamehameha Schools, 1974. (ERIC document Reproduction Service No. ED 158 841)

This study examined the conversation patterns of 26 Hawaiian kindergarten children in order to determine whether children with a Hawaiian Creole (HC) preference or a Standard English (SE) preference speak to each other. The normal interactions of the children (14 boys and 12 girls) were monitored during the learning center sessions of the kindergarten class, when the children over a period of time had random access to each other. Data on each child included to whom he talked and how often, and how often utterances were addressed to the group or self. This data was subsequently compared to individual scores on the Standard English Repetition Test (SERT) and to the results of a sociometric study done on the same children. Results indicated that conversation patterns were determined by proximity, not by language code preference. Some sex differences in conversation patterns were also observed. (CM)

93. Missakian, E., & Hamer, K. Aggression and dominance relations in young children. Marshall, Calif: Synanon Foundation, 1974. (ERIC Document Reproduction Service No. ED 107 357)

This study is an attempt to apply ethological tools of observation and analysis to the social behavior of 25 communally-reared children, ages 6 months to 4 years. The focus of this analysis is aggression and dominance relations. Findings indicate that: (1) agonistic behavior reveals stable and linear dominance hierarchies for children from 6 months to 4 years; (2) there is a higher frequency of agonistic behavior between children ranked in similar status categories; (3) there are no sex differences in aggression frequency or position in the dominance hierarchy; (4) children do not fight exclusively or significantly over space/territory or possession of objects; (5) there is a positive correlation between dominance rank and submission and a negative correlation between dominance rank and aggression; and (6) there is a positive correlation between dominance rank and age. (Author/CS)

94. Montemurro, T. J. The behavior of preschool handicapped children and their interactions with model children: an update. Philadelphia: Paper presented at the Annual Convention of the Council for Exceptional Children, 1980. (ERIC Document Reproduction Service No. ED 187 046)

The behavior patterns of 6 handicapped children and 14 nonhandicapped children were recorded during participation in a model developmental-interactive based curriculum for preschool children. Interactions were recorded using the Coping Analysis Schedule for Educational Settings. Among findings were the following: the consistently high occurrence of Style E (attentive, adult oriented, compliant) is common among both handicapped and nonhandicapped young children; Style F behavior (assertive, socially integrative, task oriented) occurs more often among nonhandicapped children; and Style G (conforming, passive, submissive to direction) occurs more frequently among handicapped children; when interacting with nonhandicapped peers, handicapped children are more likely to exhibit parallel play, appropriate integrative play, and appropriate sharing of information; and, in summary, the behavior of handicapped and nonhandicapped preschool children are represented by similar rather than dissimilar styles. (SBH)

95. Morrison, S. B., & Oxford, R. L. Classroom ecology and kindergarten students' task related behaviors: an exploratory study. Chapel Hill: North Carolina University, 1978. (ERIC Document Reproduction Service No. ED 153 744)

This paper reports on an investigation of the inter-dependent relationship between ecological classroom dimensions and kindergarten students' task-related classroom behaviors, studied independently of personalities or age-group generalizations. Major purposes of the study were: (1) to identify and describe the main action structures observed in the classrooms and (2) to examine the effects of these action structures on students' off-task behavior. Twenty children, randomly selected from four kindergarten classes (age range 69-77 months), were observed through use of a revised version of a 13-dimension behavior scale, the Schedule for Classroom Activity Norms (SCAN). Classroom milieu dimensions (lesson concern, teacher role, pupil activity, group size, pupil-pupil relationship, action sequencing, pupil choice and number of teachers) were simultaneously observed through use of the Classroom Ecology Scale (CES). Each child was observed for two 10-minute periods on different days in an individual or small-group setting and in a large group setting. Three typical action structures were found: independent seatwork/ whole-class recitation/ and continuous central signal emission (as in teacher reading or filmstrip). Significant differences were found among action structures, supporting the assumption that individual or group behavior cannot be adequately described without reference to setting. (BF)

96. Murphy, M. J., & Goldner, R. P. Effects of teaching orientation on social interaction in nursery school. Journal of Educational Psychology, 1976, 68, 725-728.
EJ 156 028

Four- and five-year-old children in traditional and Montessori nursery schools were observed for social interaction during free play. Results are discussed as they relate to child/adult ratio and differences across and within settings. (RC)

97. Nucci, L., & Turiel, E. Social interactions and the development of social concepts in pre-school children. Los Angeles: Paper presented at the Western Psychological Association Convention, 1976. (ERIC Document Reproduction Service No. ED 142 299)

This study investigated social interactions and the development of social concepts in preschool children in terms of

two conceptual domains, the moral and the societal. The former has to do with concepts of justice and fairness, the latter with social conventions, rules and social organization. Subjects were children 3 to 5 years of age enrolled in ten preschools. Preliminary results include data from observations made at four of these schools. A total of 98 events that involved social conventional or moral transgressions were observed and rated. The data suggests that essential information regarding the injustice of the act is directly available to the actor through the nature of the victims' response. It thus becomes possible for the very young child to construct conceptions of morality. Social connections, however, cannot be discussed in terms of personal loss but rather in relation to the social order. Responses to moral transgressions appear to be qualitatively different from those made to violations of social conventions. It is argued that since there is no difference in intensity of adult responses to moral or social conventional transgressions, the intensity of adult responses cannot be viewed as a salient variable to the child. The data seems to support Piaget's suggestion that it is the peer interactions which are the more salient events in the development of the child's moral reasoning. (MS)

98. Nucci, L., & Turiel, E. Social interactions and the development of social concepts in preschool children. Child Development, 1978, 49, 400-407. EJ 185 313

Observations were made in ten preschools of children's interactions in two domains of social events: social conventional and moral. Interviews were also administered to children from the preschool to determine whether they made a conceptual distinction between social conventional and moral events. (Author/JMB)

99. O'Connor, M. The nursery school environment. Developmental Psychology, 1975, 11, 556-561. EJ 129 927

Observations of social and dependency behavior were made on 48 children in two nursery schools. The findings indicate that in settings with higher teacher/child ratios, children interact significantly more with adults and less with peers. (JMB)

100. Oxford, R. L., Morrison, S. B., McKinney, J. D. Classroom ecology and off-task behavior of kindergarten students. Journal of Classroom Interaction, 1979, 15, 34-40. EJ 226 623

The relationship between dimensions of classroom environment and off-task behavior among kindergarten students

engaged in academic activities is studied. Evidence is presented substantiating the importance of signal continuity in maintaining students' task oriented behavior. (JMF)

101. Pastor, D. L., & Swap, S. M. An ecological study of emotionally disturbed preschoolers in special and regular classes. Exceptional Children, 1978, 45, 213-215. EJ 194 157

Four emotionally disturbed preschoolers engaged in a higher frequency of disruptive behavior in a regular classroom than in a special class and teachers in the two settings responded differently to the disruptive behavior. (CL)

102. Patterson, D. S. Social ecology and social behavior: the development of the differential usage of play materials in preschool children. Nashville: Paper presented at the Biennial Southeastern Conference on Human Development, 1976. (ERIC Document Reproduction Service No. ED 128 106)

A set of three studies investigated the role of play materials in supporting social interactions of nursery school children. Subjects were 14 boys and 11 girls, 4 and 5 years of age, who came from a variety of socioeconomic and racial backgrounds. Observations were made for 16 days, during the free play hour at each of four play centers: art, games, blocks, and dramatic play. The first observational study indicated that, for 4- and 5-year-old children (1) assertive-disruptive interactions occurred most frequently in block play center and least frequently in the art; (2) boys were more often involved in assertive-disruptive interactions than were girls. A second observational study confirmed these results for 4- and 5-year-old children, but not for 1- and 2-year-olds who were also observed. In the third study, available play materials were experimentally manipulated for groups of boys and groups of girls. The behavior of girls was as expected. The boys, however, showed more assertive-disruptive behavior in art than in blocks. This result is interpreted as supporting the view that the effect of play setting on social interaction is not intrinsic to the play materials but depends upon the child's expectations and knowledge of the situation. (Author/MS)

103. Peck, C. A., Apolloni, T., Cooke, T. P., & Raver, S. A. Teaching retarded preschoolers to imitate the free-play behavior of nonretarded classmates: trained and

generalized effects. Journal of Special Education, 1978, 12, 195-207. EJ 184 969

Two peer-imitation training procedures, each consisting of adult-delivered prompts and social reinforcement, were employed in two separate experiments to increase five retarded preschool children's imitation of their four nonretarded classmates' free-play behavior. (Author/DLS)

104. Peck, J., & Goldman, R. The behaviors of kindergarten children under selected conditions in the social and physical environment. Toronto: Paper presented at the Annual Meeting of the American Educational Research Association, 1978. (ERIC Document Reproduction Service No. ED 152 436)

This paper reports a pilot study of ecological variables in a kindergarten play area. Behaviors in ten complex categories were recorded for all children present in the area. The level of experimental control was similar to the level of control that the teacher would have in the manipulation of the normal classroom environment. Subjects were 20 kindergarten children attending a university laboratory school. Eight 20-minute segments of 'worktime' were videotaped on eight consecutive school days. For the first four days a large multi-level box-like structure was placed in the area. For the final four days poles and panels of fabric which could be fit onto the structure in a variety of ways were added to the area. Children could choose this or other activity areas. Ten categories of behavior were defined. Tapes of children were viewed and behaviors in the ten categories were recorded for each 5-second interval for each child. Results indicated that the complexity of the play structure alone did not account for variations in behaviors during the period. The social density of the area was related to increases in imaginative play and to a higher level of noninteraction, but not to an increase in aggression. Girls showed the same behavior patterns as boys during their time on the play structure but showed different usage levels. (SB)

105. Pellegrini, A. D. The question of cohesive text by preschoolers in two play contexts. Boston: Paper presented at the Annual Meeting of the American Educational Research Association, 1980. (ERIC Document Reproduction Service No. ED 183 291)

The process by which preschoolers generate cohesive oral text was investigated in two fields of discourse: social dramatic and constructive play. Four preschoolers, 2 boys and 2 girls, ranging in age from 51 to 60 months were

observed and videotaped in their regular preschool classroom on 2 successive days during free play periods. Each child was observed for 2 fifteen-minute sessions: one social dramatic play episode and one constructive play episode. All social dramatic play took place in the center's housekeeping corner. Constructive play took place in the block corner. Utterances were transcribed verbatim, noting speakers' turns and contextual variables. Utterances were coded according to Halliday and Hasan's (1976) model of cohesion. It was found that the building of cohesive text in both play contexts was dependent upon the topic introductory utterance, the utterance which marks the beginning of a new play topic and, consequently, new text. In both contexts the predominant strategy used by children to introduce a topic was to repeat introductory utterances and key lexical elements related to the introduction. Clarification strategies were observed in social dramatic play, but not in constructive play. Social dramatic play seemed to rely upon verbally encoded play themes for sustenance. Constructive play themes were based on children jointly manipulating objects. (Author/SS)

106. Perdue, V. P., & Connor, J. M. Patterns of touching between preschool children and male and female teachers. Child Development, 1978, 49, 1258-1262. EJ 196 685

The frequency and types of physical touching that occurred between preschool teachers and children were observed in four classrooms, each of which contained a male and a female teacher. (JMB)

107. Perry, G. Cross-cultural study on the effect of space and teacher controlling behavior. Undated. (ERIC Document Reproduction Service No. ED 131 351)

The purpose of this study was to determine the effect classroom space had on teacher behavior. It was hypothesized that Head Start teachers in classrooms with inadequate space (less than 30 square feet per child) would exhibit more controlling behavior toward children than would Head Start teachers in classrooms with an adequate amount of space per child (over 49 square feet per child). Twenty Head Start teachers from the U.S. Virgin Islands, most of them Black, English-speaking high school graduates, were observed during 50 minutes of free play, 20 minutes of group activity and 20 minutes of routines (washing, toileting, meals). The Control Non-Control Scale of the Flanders Interaction Analysis was used in modified form to code verbal and non-verbal teacher controlling behaviors. The hypothesis was confirmed. Teachers in classrooms with inadequate space are more controlling than teachers with

adequate space. Provision of space is a basic tool in helping teachers become more effective. (KS)

108. Plummer, B. A. Integration of preschool severely handicapped children. Fairfield, Calif.: Solano County School System, 1977. (ERIC Document Reproduction Service No. ED 148 091)

A study involving 16 preschool students was conducted to determine whether severely handicapped preschool children could learn normal classroom behavior through the single treatment variable of exposure to the regular classroom environment with normal peers. Systematic observation of the children's free play and verbal interaction, independence in groups, direction following, and incidences of bizarre behavior were recorded at five intervals throughout the year. Teacher and parent attitudes were also assessed. Among findings were that there was a trend in free play interaction situations away from unoccupied behavior and toward playing with other children, there were significant increases in the verbal interactions in response to questions, and attitudes of both teachers and parents were positive. (Attachments, which make up the bulk of the document, include as outline of the 10 variables measures, sample observation record sheets, sample teacher and parent questionnaires, and teacher and parent comments regarding the program.) (Author/ SBH)

109. Ragozin, A. Attachment in day care children: field and laboratory findings. Denver: Paper presented at the Biennial Meeting of the Society for Research in Child Development, 1975. (ERIC Document Reproduction Service No. ED 124 304)

A total of 20 children, between 17 and 38 months old, were observed in their day care centers and in a standardized laboratory procedure. In both settings, pre-separation, separation, and reunion situations were observed. Observers coded proximity-increasing and proximity-decreasing behaviors to mother and to other adults; in addition, distress, exploratory behaviors, and peer-directed behaviors were recorded. Behavior in day care centers shows clear evidence of attachment to mother: attachment behaviors were directed preferentially to mother, and rates of attachment behaviors increased from pre-separation to reunion episodes. In the laboratory, age-related differences in behavior were consistent with those previously found in home-reared children. The results indicate a lack of intraindividual consistency between the two settings. (Author/ SB)

110. Ragozin, A. S. Attachment behavior of day-care children: naturalistic and laboratory observations. Child Development, 1980, 51, 409-415. EJ 228 591

Relationships between day care and attachment were assessed with alternative procedures: (1) hypothesized normal patterns of attachment were tested naturalistically in day-care centers/ (2) day-care and home-reared children were compared in a laboratory setting. (Author/MP)

111. Reitz, A. L. The use of feedback and delayed praise to increase participation in a group activity. Journal of School Psychology, 1979, 17, 237-240. EJ 210 604

An intervention package of immediate feedback, delayed social reinforcement, and early access to free time was designed and implemented in an attempt to increase the participation of four-year-old nursery school students in a group activity session. Participation increased when the feedback and praise conditions were introduced. (Author)

112. Reuter, J., & Yunik, G. Social interaction in nursery schools. Developmental Psychology, 1973, 9, 319-325. EJ 088 184

Compares the frequency of peer and adult interactions, mean duration of social interactions, and amount of misbehavior in children attending Montessori, university laboratory and parent cooperative preschools. (DP)

113. Rintoul, B. E., Cooper, A. Y., Schilmoeller, K. J., & LeBlanc, J. M. The effects of decreased teacher interaction and social primes on verbal interaction in a small group of preschool children. Child Study Journal, 1975, 5, 115-124. EJ 128 099

114. Robinson, B. E. Sex-typed attitudes, sex-typed contingency behaviors and personality traits of male caregivers. New Orleans, La.: Paper presented at the Biennial Meeting of the Society for Research in Child Development, 1977. (ERIC Document Reproduction Service No. ED 140 948)

This study examined the contingency behaviors, attitudinal dispositions, and personality traits of male caregivers in day care settings. A random sample of 20 male caregivers was contrasted with 20 female caregivers and 20 male

engineers on measures of sex-typed attitudes and personality traits. Male and female caregivers were also contrasted on their sex-typed contingency behaviors as observed with the Fagot-Patterson Checklist. Results showed that all three groups maintained that boys should be masculine but felt that girls should be equally masculine and feminine in their behavior. Both male and female caregivers reinforced children significantly more for feminine behaviors than masculine behaviors and punished masculine behaviors more than feminine behaviors. Although the personalities of the male caregivers corresponded to the feminine direction of their female counterparts, they were not significantly more feminine than the male engineers. The female caregivers however, scored significantly more feminine in personality than the male engineers. It was concluded that the findings reported here did not confirm the flood of impressionistic reports in the educational literature which claim that males should be employed to counter-balance the "feminized" environment in early education. (JMB)

115. Rosenberg, L. A. Achievement motivation in four-year-olds: an evaluation of a community intervention program. 1976. (ERIC Document Reproduction Service No. ED 124 305)

This paper presents a study of lower socioeconomic status children who were exposed to a Parent-Child Center stimulation program from infancy to age 3. Center children (N=10) were compared to a control group (N=10) having a group care experience, another control group (N=10) with no prior experience of any kind, and a middle socioeconomic status group (N=10) with no prior intervention. All children entered nursery school at ages 3 - 3½. Each child had completed 3 - 4 months of nursery school when a behavior coding system was used to make observational records of each child during free play. The effect of the Parent-Child Center program on the development of achievement oriented behavior was positively demonstrated in terms of differences between experimental and control groups of lower SES and the finding of no difference between the experimental group and the middle SES sample. The study demonstrated both an effect of a Parent-Child Center program and the existence of differences in achievement oriented behavior associated with SES levels. (SB)

116. Rosenberg, L. A. Achievement orientation in young children and teacher behavior. International Journal of Early Childhood, 1977, 9, 99-103. EJ 174 118

Observations of the behavior of children and their interaction with their teachers were carried out on five types of preschool settings. Findings point to the importance of the early childhood teacher's influence on the children's achievement motivation. (JMB)

117. Rubin, K. H. Social interaction and communicative egocentrism in preschoolers. Journal of Genetic Psychology, 1976, 129, 121-124. EJ 168 241

This study focused on the kinds of cognitive behaviors preschool and kindergarten children engage in while playing in a solitary, parallel, associative or cooperative manner. The effects of socio-economic status, developmental level, and the use of specific materials on social and cognitive levels of play are discussed. (BD)

118. Sacks, A. S., Moxley, R. A., & Walls, R. T. Increasing social interaction of preschool children with "mixies". Psychology in the Schools, 1975, 12, 74-78. EJ 117 215

The social interactions of three children were studied in a nursery school classroom. Collections of cards termed "mixies" were used as response consequences. By the third session each child performed target behavior everytime he had an opportunity to do so. (HNV)

119. Scarlett, W. G. Social isolation from agemates among nursery school children. Journal of Child Psychology and Psychiatry and Allied Disciplines, 1980, 21, 74-78. EJ 230 811

120. Scott, M. Some parameters of teacher effectiveness as assessed by an ecological approach. Journal of Educational Psychology, 1977, 69, 217-226. EJ 168 895

This experiment explored the applicability of naturalistic methods of ecological psychology to the study of teacher behavior. Some differences were found between teachers who had been identified as effective or ineffective. The ecological methodology is thought to be a fruitful one for the study of teacher effectiveness. (Author, JKS)

121. Seegmiller, B. R. Measuring sex role development: a comparison of two methods. Boston: Annual Meeting of the Eastern Psychological Association, 1977. (ERIC Document Reproduction Service No. ED 144 985)

Two basic problems are confronted in this research: (1) What is sex role differentiation?, and (2) How does one go about measuring it? Both questions revolve around construct validity and the adequacy of sex role measures. Most investigators have used dependent 'objective-verbal' tests to measure sex role differentiation. These either involve questions about the differences between boys and girls, or the presentation of toys appropriate for one sex or another along with questions regarding their appropriateness. This study examines the construct validity of these 'objective-verbal' tests. Comparative data on sex role differentiation in preschool children were collected from 'objective-verbal' tests and naturalistic observations. One-hundred fifty-two 3-5 year-olds were administered the It-test, the Occupational Preference Test, the Nadleman Recall Test, the DeLucia Toy Preference Test, and the Draw-a-Person test. They were observed in their classrooms approximately once every two weeks, with observers noting instances of aggressive, dependent, and cooperative behavior. Child-child and teacher-child interactions were also observed. Findings showed dependent behaviors to be most frequent, with aggressive behaviors next. Cooperative behaviors were rare. When correlations were made results demonstrated that children who scored low, or less masculine on the sex role tests showed more dependent behaviors than children with high masculine scores. Evidence also strongly supported the belief that children with high masculine scores on the objective tests behaved more aggressively. (Author/MV)

122. Serbin, L. A., O'Leary, D., Kent, R. N., & Tonick, I. J.
A comparison of teacher response to the preacademic and problem behavior of boys and girls. Child Development, 1973, 44, 924-929. EJ 093 402

Examined the nature of teacher responses to preschoolers' problem and preacademic behavior as a function of sex. Teachers generally responded more frequently to boys. (ST)

123. Serbin, L. A., Tonick, I. J., & Sternglanz, S. H.
Shaping cooperative cross-sex play. Child Development, 1977, 48, 924-929. EJ 168 265

Contingent praise by classroom teachers was used to cue and reinforce cross-sex cooperative play in 2 nursery school classes of 4-year-old children. Results suggested that previous learning and/or current classroom contingencies may reinforce same-sex playmate choices when teachers do not deliberately reinforce play between boys and girls. (JMB)

124. Shantz, D. W., & Schomer, J. Interpersonal conflict in preschoolers: a naturalistic observation study. Atlanta: Paper presented at the biennial Southeastern Conference on Human Development, 1978. (ERIC Document Reproduction Service No. ED 154 917)

This study of the behavior of a mixed group of male and female preschoolers in an indoor, free-play setting was designed to clarify two general issues: (1) the ratio of aggressive to non-aggressive disputes and the factors in the situation which may be associated with this relationship, and (2) the factors in the conflict episodes themselves which may be related to whether a participant wins or loses a dispute. Study subjects were five boys and five girls, aged 3-5 years, randomly selected from each of two groups of preschoolers. Each focal child was fitted with a wireless microphone and a continuous video-tape was made of the child's behavior, together with the behavior of all the children with whom the child interacted during a single 3-hour free-play session. The tapes were viewed to identify conflict episodes over territory, property, and interpersonal control. Any exhibition of aggressive behavior in conflict episodes was also noted. Results indicated that in a free-play setting with an equal number of boys and girls, the absolute number of aggressive conflicts did not vary significantly, but there were more non-aggressive conflicts between girl dyads and mixed pairs than between boy pairs. Territory disputes were found to be more aggression prone than either interpersonal control or possession disputes. There was no indication that the use of aggressive behavior, in and of itself, improved the preschooler's chance of winning a conflict. (CM)

125. Shapiro, S. Parent involvement in day care: its impact on staff and classroom environments. 1975. (ERIC Document Reproduction Service No. ED 119 874)

In this large scale study, the extent of parent involvement in preschool day care and its impact on staff and on classroom environments in child-centered and adult-centered situations were assessed. Subjects were 15 directors, 30 teachers, 524 children in 30 classrooms. Interview schedules and a classroom observation scale were the two instruments used. The findings indicate that: (1) the percentage of parents who are board members is not a determinant of parent influence; (2) there is a relationship between the amount of parent involvement in administrative areas such as fiscal control, hiring and firing, and personnel practices, and the amount of influence in curriculum/teaching areas; (3) this influence is mediated primarily through the director; (4) the amount of parent involvement is related to whether classrooms will be

child-centered or adult-centered; and (5) this relationship varies with the social class status and educational level of parent policymakers. (Author/ED)

126. Shapiro, S. Preschool ecology: a study of three environmental variables. Reading Improvement, 1975, 12, 236-241. EJ 132 427

Examines the effects of class size, physical space, and activity centers on a variety of child and teacher behaviors in preschool classrooms. (RB)

127. Sherman, L. W. An ecological study of glee in small groups of preschool children. Child Development, 1975, 46, 53-61. EJ 118 018

Presents a description and analysis of group glee (joyful screaming, laughing and intense physical acts occurring in simultaneous bursts or in contagious fashion), studied by means of video-tapes of 596 formal lessons in a preschool. Information collected concerned occurrence, location, frequency and duration, teachers' responses, incidence of disruption, and initiating causes. (ED)

128. Shores, R. E., Hester, P., & Strain, P. S. The effects of amount and type of teacher-child interaction on child-child interaction during free-play. Psychology in the Schools, 1976, 13, 171-175. EJ 137 628

Social interactions between preschool behaviorally handicapped children were measured under three experimental conditions during free play: (a) active teacher involvement; (b) no teacher involvement; and (c) teacher structured free-play. The results are discussed in terms of their implications for ameliorating social interaction deficits among young behaviorally handicapped children. (Author)

129. Silberman, D. A description of Title IV-A infant and toddler day care, 1974-1975: adult-child interactions and care room activities. Report no. 7641. Philadelphia: Office of Research and Evaluation, Philadelphia School District, 1975. (ERIC Document Reproduction Service No. ED 143 441)

This report is concerned with the development and use of the Infant/Toddler Interaction and Activity Profile in 13 day care centers in Philadelphia. The Profile and its development are described and methods of data collection and analysis are explained briefly. Findings are reported

in four major areas: (1) basic data characteristics, offering a general picture of infant/toddler care/ (2) specific characteristics of adult responsiveness to children/ (3) types and frequencies of observed interactions and their relationships to principles of child development/ and (4) a system, based on preliminary data, for making discriminations between care rooms and demonstrating areas of strength and weakness. A summary of the findings about the instrument itself and the information collected is presented. Implications for further evaluation are offered. Appendices give definitions of the terminology used in the Profile and provide a sample observation record. (Author/JMB)

130. Slaby, R. G., & Crowley, C. G. Modification of cooperation and aggression through teacher attention to children's speech. Journal of Experimental Child Psychology, 1977, 23, 442-458. EJ 164 818

Two experiments were performed in the naturalistic setting of a preschool classroom in order to assess the effects on children's social behavior of nonevaluative teacher attention to the child's cooperative or aggressive speech. (Author/ JMB)

131. Smith, P. K. A longitudinal study of social participation in preschool children: solitary and parallel play reexamined. Developmental Psychology, 1978, 14, 517-523. EJ 218 047

Group play increased and solitary play decreased during the nine-month period children were studied, while parallel play did not vary much in overall occurrence. (CM)

132. Smith, P. K., Dalglush, M., & Heinzark, G. A comparison of 'play' and 'skills' tutoring in nursery classes. London: Social Science Research Council, 1978. (ERIC Document Reproduction Service No. ED 167 282)

This paper compares the effects of fantasy play tutoring and tutoring in specific skills on the performance of nursery school children on a battery of tests and observations. Children from two classes in each of two nursery schools participated in the study, with a total of 65 children completing pre- and post-testing as well as follow-up testing 8 weeks later. One class in each school received 8 weeks of tutoring and specific encouragement in fantasy and sociodramatic play, while the second class emphasized skills in construction activities, conceptual development, social cooperation, and problem solving. Children in all classes were free to choose whether or not to

participate in the activities. Pre- and post-testing included observations of social participation, activity (attention) span, and kinds and levels of play, as well as standardized intelligence, role taking, and creativity tests. Results indicated few differences between the groups. In general, the only differences which remained consistent through the follow-up testing were longer periods of time spent in group play, in larger subgroups, and in physical activities by the children in the play tutoring classes. (BD)

133. Smith, P. K., & Green, M. Aggressive behavior in English nurseries and play groups: sex differences and response of adults. Child Development, 1975, 46, 211-214. EJ 118 035

Aggressive behaviors were incident sampled in 5 nursery schools, 5 play groups, and 5 day nurseries in England, and the results compared to those of American studies. Boys had a greater probability of being involved in aggressive incidents than girls. There was no consistent evidence that adults intervened differentially in boy-boy, and girl-girl encounters. (Author/ ED)

134. Smith, P. K., & Sydall, S. Play and non-play tutoring in preschool children: is it play or tutoring which matters? British Journal of Educational Psychology, 1978, 48, 315-325. F 202 557

Previous studies on fantasy play tutoring are reviewed and research reported on the effect of the adult-child contact in this situation. Matched samples of preschoolers received either play or skills tutoring with equivalent tutor verbal contact. In these circumstances, differential advantages to the play-tutored children were few. (SJL)

135. Stachel, D. Some factors affecting teacher behavior and pupil performance. Tel Aviv: Paper presented at the International Conference on Early Childhood Education, 1980. (ERIC Document Reproduction Service No. ED 187 465)

This study describes an attempt to introduce change into an educational system. A new science program (MATAL) consisting of new teaching materials, teaching strategies and training courses--was developed and implemented in kindergarten classrooms. Major hypotheses were that (1) the kindergarten is a system/ educational change will be achieved through the operation of a change factor and the involvement of all the components of the system in

the performance of change, and (2) the level of change will be lowered if, among the components of the system, a supporting change agent is lacking. To test these hypotheses 40 kindergarten classes in Tel Aviv, Israel, were divided into two groups. Group A teachers and supervisors received extensive pretraining by teacher trainers. Group B received neither pretraining nor assistance during implementation. To evaluate changes in the educational system, 10 research devices were prepared to measure attitudes of the participants, knowledge of the teaching team, teaching performances in the classroom, utilization of time, students' achievements, and interpersonal relationships. Findings supported the hypotheses. The kindergarten operated as a system. Change occurred when the change factors operated in all the components of the system. (Author/ RH)

136. Strain, P. S., Kerr, M. M., & Alpher, R. Child-child and adult-child interaction in a preschool for physically-abused and neglected children. Reading Improvement, 1979, 16, 163-168. EJ 207 930

Reports that physically abused and neglected children most frequently responded to positive overtures by adults by ignoring them and that they regularly responded in positive ways to overtures by peers. (FL)

137. Strayer, F., & Strayer, J. An ethological analysis of dominance relations among young children. Denver: Paper presented at the Biennial Meeting of the Society for Research in Child Development, 1975. (ERIC Document Reproduction Service No. ED 119 869)

This study examined children's conflict interactions in an attempt to provide evidence for the evolutionary continuity of the organization of power relations within primate societies and childhood peer groups. A total of 17 children, ages 3 - 5, were observed daily at their preschool over a three month period. Two one-half hour video samples were taken each day and the naturally occurring conflict in these video records was analysed to assess dominance relations. The results indicated that the data collected from observations in this study correspond very closely to the linear model which applies to the group behavior of primates. (JMB)

138. Strayer, F. F., Strayer, J., Wareing, S., & Riu, R. Ethological perspectives on preschool social organization. Montreal: Department of Psychology, Quebec University, 1977. (ERIC Document Reproduction Service No. ED 140 976)

This collection of papers represents an extension of analytic approaches and concepts from animal social ethology to the study of activities among stable groups of young children. A major emphasis of this research was on the description of organizational patterns in social behavior observed during periods of free play. The papers are: (1) "An Introduction to Ethological Perspectives on Preschool Social Organization;" (2) "Social Conflict and Peer Group Status;" (3) "Peer Attachment and Affiliative Subgroups;" (4) "Giving, Helping and Cooperation: The Beginnings of Reciprocal Altruism;" (5) "Differences in Play as a Function of Social Roles Within the Peer Group;" (6) "The Emergence of Social Structure in Normal and Clinical Groups of Unacquainted Children;" (7) "The Development and Stabilization of Social Interaction in a Clinical Peer Group;" and (8) "Discussion of Ethological Perspectives on Child Development." (MS)

139. Strayer, J., & Christiphe, C. Empathy and egocentrism in preschoolers. Burnaby, B. C.: Simon Fraser University, 1978. (ERIC Document Reproduction Service No. ED 171 380)

The relationship between empathic role-taking abilities and empathic behaviors observed in both naturalistic and experimental settings was examined in 14 children between the ages of 53 and 65 months. Children were observed at the McGill Daycare Centre twice a week for 8 weeks, totalling approximately 30 hours. Event sampling was used to record the frequency and duration of empathic behavioral interactions, defined as the presence (or absence) of a prosocial response to a peer's display of one of four categories of emotion (e.g., comforting responses, participation, etc., in response to peer's observed emotional state of happy, sad, angry, or afraid). Midway through the observational period, role-taking tasks were individually administered. These included measures of perceptual-cognitive and affective role-taking skills. At the end of the 8 week period an experimental task was administered in which children could privately donate from 0 to 10 pennies to an unknown child. Results provide information (1) describing the frequency and duration of various kinds of emotional behaviors and the responses to them in a naturalistic setting, and (2) intercorrelating the various cognitive, naturalistic, and experimental measures of empathy. (Author/ SS)

140. Taylor, L. Outcome and process evaluation of a day care center. Research bulletin no. 75-004. St. John's,

Nfld.: Memorial University, 1975. (ERIC Document
Reproduction Service No. ED 157 617)

This paper presents an evaluation of both process (program content) and outcome (effects on children) of a day care center and emphasizes the importance of considering process variables in order to understand program results. Subjects for the study were 25 control children who were not attending a preschool program, 25 children who attended the day care center part time, and 25 children who attended the center full time. All of the children were approximately 4 years old at the beginning of the program. The outcome evaluation focused on changes in language development, intelligence test scores, and social maturity over a 6-month period. The process evaluation involved an observational analysis and questionnaire describing teachers' behaviors in five categories: activities, materials, subjects of instruction, teacher-expressive behaviors, and program goals. The results of the outcome evaluation indicated no significant differences between the groups of any of the measures at the end of the 6-month period. The process evaluation indicated little agreement between the teachers regarding important aspects of the program. This evaluation also indicated little correspondence between teachers' ratings of the importance of various aspects of the program and their observed behaviors. The paper suggests that insignificant outcome results are more clearly understood when process variables are considered at the same time. (BD)

141. Taylor, M. J., & Kratochwill, T. R. Modification of preschool children's bathroom behavior by contingent teacher attention. Journal of School Psychology, 1978, 16, 64-71. EJ 181 025

Repeated measures of the frequency of paper towel litter, unflushed toilets, dirty sinks, and running water faucets were used to evaluate effectiveness of contingent teacher praise for appropriate bathroom use by preschool children. Contingent praise for appropriate bathroom behaviors resulted in markedly decreased frequencies of four target behaviors. (Author)

142. Toner, I. J., Holstein, R. B., & Hetherington, E.M. Reflection-impulsivity and self control in preschool children. Child Development, 1977, 48, 239-245. EJ 162 695

This study explored the relationship among children's performance on a simplified version of Kagan's Matching Familiar Figures (MFF) Test of conceptual tempo, their IQ, their performance on several measures of self-regulatory behavior, and their general activity level. Subjects

were 55 preschool boys and girls. (Author/ JMB)

143. Townsend, D. R., & Zamora, G. L. Differing interaction patterns in bilingual classrooms. Contemporary Education, 1975, 46, 196-202. EJ 133 600

The two studies reported in this article examine the verbal and nonverbal interaction patterns of (1) bilingual teachers as they switch from one language to another and (2) bilingual adults in the same classroom, usually a teacher and an assistant teacher or aide.

144. Travers, J., Coelon, C., & Ruopp, R. National day care study second annual report 1975-1976: phase II results and phase III design. Cambridge, Mass.: Abt Associates, Inc., 1977. (ERIC Document Reproduction Service No. ED 147 016)

This interim report on the National Day Care Study (NDCS) presents preliminary findings of the 4-year research program designed to answer major policy questions about federal funding of center-based preschool day care. Major NDCS objectives have been to determine the impact of variations in staff-child ratio, group size, and staff size and qualifications on both the development of preschool children and the costs of center care. This document outlines the policy context within which the NDCS has been conducted, discusses its major objectives and overall design, and concludes with a presentation of preliminary findings and their implications, particularly the implications for Federal Interagency Day Care Requirements (FIDCR). The NDCS consists of a major cost-effects study, to which most of this report is devoted, and two substudies, from which findings are also included: an Infant Day Care Study (focusing on group care for children under 3 in 54 centers) and a Supply Study (a nationwide telephone survey of 3, 100 centers). The major study has involved 1,800 children, 1,100 parents, caregivers in 129 classroom groups, and program and cost data gathered from 57 centers in Atlanta, Detroit and Seattle. (BF)

145. Tremblay, A., Strain, P. S., Hendrickson, J. M., & Shores, R. E. The activity context of preschool children's social interactions: a comparison of the high and low interactors. Psychology in the Schools, 1980, 17, 380-385. EJ 229 838

Results indicated that (a) low-rate children engaged in significantly more isolate and observer activity than did high-rate children, and (b) high-rate children engaged in significantly more cooperative and fantasy activity than

did low-rate children; and (c) there were no significant differences between groups for games and parallel activities. (Author)

146. Turner, I. F. Supervisor behavior and the artistic development of children in preschool centers. International Journal of Early Childhood, 1978, 10, 63-69.
EJ 222 224

The purpose of this study was: (1) to examine how artistic development is fostered in the playgroup setting/ (2) to discover if between-playgroup effects are apparent in the developmental levels of children's painting, and (3) if such differences occur, to consider the relevance of supervisor behavior to these differences. Subjects were 48 preschoolers and eight playgroup leaders. (MP)

147. Turner, P. H., & Durrett, M. E. Teacher level of questioning and problem solving in young children. Washington, D. C.: Paper presented at the annual meeting of the American Educational Research Association, 1975. (ERIC Document Reproduction Service No. ED 105 997)

Middle and upper class 3- and 4-year-old children were exposed to three consecutive 5-week treatment conditions in the naturalistic setting of a half-day laboratory nursery school program. During the first treatment condition, the teacher emphasized low level cognitive questions; during the second, high level cognitive questions, and during the third, low level cognitive questions. The level of teacher's cognitive demands for all treatment conditions was classified according to the observational instrument, the Individual Cognitive Demand Schedule (ICDS). Subjects significantly increased their scores on two verbal problem solving tasks following exposure to high level questioning and significantly decreased their scores on the same tasks following exposure to low level questioning. (Author/ CS)

148. Tyler, B., & Dittman, L. L. Meeting the toddler more than halfway: the behaviors of toddlers and their caregivers. Young Children, 1980, 35, 39-46.
EJ 220 021

Discusses relationship between toddler behavior and quality child care and compares the care given to 18 mo. old children in home care and center care situations. (CM)

149. Tyler, R. M. An ecological study of freeplay in a preschool classroom. Chicago: Paper presented

at the Annual Meeting of the American Psychological Association, 1975. (ERIC Document Reproduction Service No. ED 119 830)

This study was designed to: (1) Obtain ecological data on the social behaviors of children in the preschool classroom especially in freeplay settings, and (2) identify characteristics of the physical environment and program variables which support, attenuate, or preclude social behaviors and social development. Observations were made of 16 3-, 4-, and 5-year-olds in many settings within a university laboratory preschool classroom over a period of 6 weeks, using a 7-category observation schedule. The schedule comprised social interactions, materials interactions, both social and materials interactions, and no interaction; each of the interactions was also judged positive or negative. In general, it was found that environmental supports (activities or equipment) which might have set the occasion for, and strengthened social behavior were not available. High levels of social behavior, however, occurred in areas where there was an ample supply of materials and no apparent "need" to interact. The results of this study suggest that the rate of social behavior was low. At best, the level of social behavior was more comparable to that of younger children. When social behaviors occurred, their distribution among the settings was consistent with data obtained in samples having higher overall rates of social interaction. (GO)

150. Tyler, S., Foy, H., & Hutt, C. Attention and activity in the young child. British Journal of Educational Psychology, 1979, 49, 194-197. EJ 219 151

Study I examined activity spans in four types of preschool establishments. Overall span was greatest in the nursery school and lowest in the day nursery. Study II examined attention spans in a primary school. Both studies demonstrated the influence of adults in increasing children's attention. (Author/SJL)

151. Vandell, D. L., & Mueller, E. C. Individual differences in early social interaction with peers. Rockville, Md.: National Institute of Mental Health, 1978. (ERIC Document Reproduction Service No. ED 153 736)

In a study to assess young children's social interaction with peers, six male toddlers who were the only participants in a playgroup were observed in two situations: (1) a GROUP situation in which at least four of the boys were present and (2) a DYAD situation in which only two boys were present. Both types of observations were made at

16, 19, and 22 months. The videotaped observations were analyzed for three sets of issues: (1) the range of individual differences present in the boys' social behavior and interaction, (2) the consistency of individual performance across two settings, and (3) the stability of individual rankings between 16 and 19 months and between 19 and 22 months. These analyses indicated a considerable intra-individual stability across time and situation in addition to considerable inter-individual variability. These results are discussed in light of the emphasis most of the recent infant peer studies have placed on normative descriptions. (Author/CM)

152. Verma, S., & Peters, D. L. Day care teacher beliefs and teaching practices. Harrisburg: Pennsylvania State Department of Public Welfare, 1974. (ERIC Document Reproduction Service No. ED 104 516)

A self-administered rating scale and a observational schedule were developed to assess the beliefs and behaviors of early childhood teachers in relation to constructs derived from Piagetian cognitive developmental theory and operant learning theory. Application was made to existent Piagetian and operant model early education programs. The results indicated both measures satisfactorily differentiated among the programs in a manner consistent with theory. The instruments were then applied in 38 day care centers. The results indicate that although consistent and meaningful differences among teachers are found, a wide range of internal consistencies exists between a teacher's stated beliefs and her actual practices. (Author/CS)

153. Wallat, C., & Green, J. L. Social rules and communicative contexts. Theory into practice, 1979, 18, 275-284. EJ 220 213

A report on how young children develop social skills in situations where rules are adapted to the flow of conversation. (JD)

154. Wilton, K., & Densem, P. Social interaction of intellectually handicapped children in integrated and segregated preschools. Exceptional Child, 1977, 24, 165-172. EJ 188 795

155. Wishon, P., & Spangler, R. S. Accelerating peer social interaction of a preschool isolate through play. N. Y.: Paper presented at the Annual Meeting of the American Psychological Association, 1979. (ERIC Document Reproduction Service No. ED 179 308)

Play intervention as an adjunct treatment for accelerating peer social interaction of a preschool isolate was examined. Teacher reinforcement of indoor play equipment utilization was employed as a procedure to increase an asocial four-year-old female subject's social interaction with peers. Touching peers, using peer names, verbalizations, solitary or parallel manipulation, cooperative construction and cooperative thematic play were the dependent variables. The treatment phases were effective in increasing the behaviors with an accompanying reduction in the subject's duration of solitary or parallel manipulation. The results suggest that a reinforced play intervention is an effective means of increasing social interaction among preschoolers. (Author/RH)

156. Wusterbarth, N., & Long, N. J. Social interaction among maltreated preschoolers in a therapeutic educational setting. Washington, D. C.: American University, 1977. (ERIC Document Reproduction Service No. ED 154 578)

The study evaluated the effectiveness of positive social teacher approval contingent upon prosocial behavior by two abused preschoolers toward peers with similar background. Using a single subject ABAB research design, results supported the relationship between positive social teacher approval and increased positive student behavior, decreased negative behavior and increased prosocial behavior of peers toward Ss. Findings demonstrated the effectiveness of systematically applied behavioral principles in improving the social interaction for maltreated students and improving the quality and quantity of social interaction for the classroom as a whole. (CL)

157. Yawkey, T. D., & Jones, D. M. Application of behavior modification to learning center choices in a kindergarten open education classroom. Psychology in the Schools, 1974, 11, 321-327. EJ 102 401

This study is concerned with the effects of teacher contingencies on academic behaviors of normal children at cognitively oriented centers in an open education classroom. Results indicate teacher attention greatly affects preferences for academic and nonacademic centers by kindergarten children. (Author)

158. Zahavi, S., & Asher, S. R. The effect of verbal instructions on preschool children's aggressive behavior. Journal of School Psychology, 1978, 16, 146-153. EJ 183 023

Aggressive preschool children were instructed by their teacher on the harm that results from aggression, its lack of effects as an interpersonal strategy, and the benefits that result from prosocial alternatives. Results indicated that aggressive behavior decreased and positive behavior increased as a result of these instructions.
(Author)